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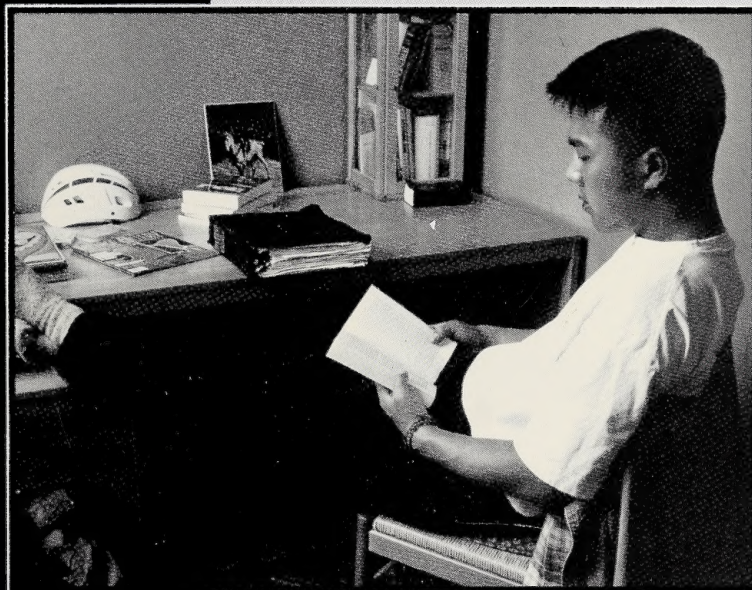
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FRENCH



Modules 1-7 Learning Facilitator's Manual



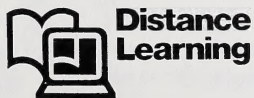
**Distance
Learning**

Alberta
EDUCATION

SEP 14 1995

French 10

LEARNING FACILITATOR'S MANUAL



**Distance
Learning**

Alberta
EDUCATION

NOTE: This French 10 Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final test until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

ACKNOWLEDGEMENT

Alberta Education gratefully acknowledges extensive use of learning materials from the Saskatchewan Government Correspondence School in the development of this French 10 program, which is based on the *Entrez 1* materials published by Copp Clark Pitman Ltd., 1987. Alberta Education also acknowledges with appreciation the permission granted by Copp Clark Pitman Ltd., Publisher, to reproduce materials from *Entrez 1* components.

This document is intended for	
Students	
Teachers (French 10)	✓
Administrators	
Parents	
General Public	
Other	

French 10
Learning Facilitator's Manual
Modules 1-7
Alberta Distance Learning Centre
ISBN 0-7741-0990-4

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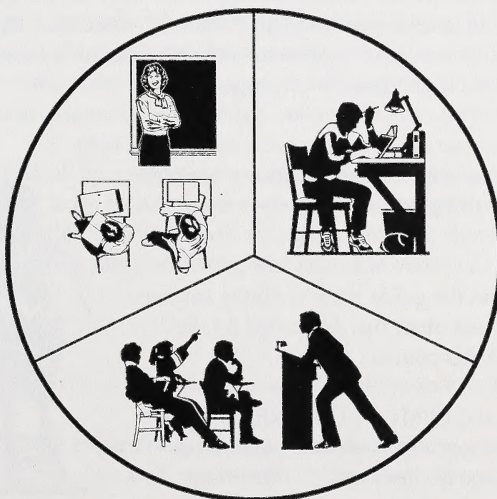
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Introduction

A survey of these course materials will confirm that this new learning package has been specially designed for many kinds of teachers working in a variety of situations.

Which Category Do You Fit?

- ☐ Small Schools Teacher
 - ☐ inexperienced
 - ☐ experienced, but in other subject areas
 - ☐ experienced in teaching French 10, but wanting to try a different approach
- ☐ Distance Learning Teacher
 - ☐ travelling to schools within the jurisdiction
 - ☐ using facsimile and teleconferences to teach students within the area
- ☐ Larger Schools Teacher
 - ☐ inexperienced
 - ☐ experienced in teaching French 10, but wanting to try a different approach



Because these materials have been created by experienced classroom teachers and distance learning specialists, they have many advantages for students and teachers regardless of their situations.

Advantages for Students

- incorporates a strong learner-centred philosophy
- promotes such qualities in the learner as autonomy, independence, and flexibility
- is developed through media which suit the needs and circumstances of the learner
- reflects the experiential background of Alberta students
- opens up opportunities by overcoming barriers that result from geographical location
- promotes individualized learning, allowing learners to work at their own pace

Advantages for Teachers

- allows teachers maximum teaching time and minimizes preparation time
- includes different routes through the materials to suit different learners
- incorporates a wide range of teaching strategies, in particular those using independent and individual learning
- delivers curriculum designed by education specialists that reflects the Alberta Education Program of Studies with an emphasis on Canadian content
- provides learning materials which are upwardly compatible with advanced educational technology

Does it sound like something you could use?

This Learning Facilitator's Manual begins with an overview of the current Alberta Education Program of Studies for French 10. This summary is included for inexperienced teachers or those teachers who have found themselves teaching French 10 when their training is in other subject areas. This brief summary is not meant to replace the Alberta Education Program of Studies, but rather to help teachers confirm the highlights of the program.

Other parts of this introduction have also been included to help teachers become familiar with this new learning package and determine how they might want to use it in their classroom.

Beyond the introduction the guide itself contains answers, models, explanations, and other tips generated by the teachers who authored this course.

The module booklets and LFMs are the products of experienced classroom teachers and distance learning specialists. It is the hope of these teachers that their experience can be shared with those who want to take advantage of it.



Overview of the Program of Studies

Introduction

“In the 1990s, the program will emphasize the importance of experiencing language in context. Students’ background knowledge, skills, and attitudes will be used as a means of developing communicative abilities: interpreting, expressing, and negotiating meaning through oral and written texts. In this perspective, culture is an inherent part of language. As students develop communication skills, they also increase their linguistic accuracy and develop language learning strategies. Experience/communication, culture, language, and general language education elements are integrated along a continuum of clearly defined levels of communicative growth.”

There are three clearly defined levels of competency: Beginning, Intermediate, and Advanced. Each level is divided into three sublevels. French 7 through 9 (or French 13) span the Beginning 1-2 sublevels, and French 10 spans the Beginning 2-3 sublevels. French 20 spans Intermediate 1-2, and French 30 spans Intermediate 2-3. The Advanced level will not usually be reached by students with less than nine years of study.

Rationale

“Learning French as a second language will enable students to develop the knowledge, skills, and attitudes they need to communicate in French in a variety of school, travel, leisure and job-related contexts. Being able to use the French language is an important aspect of Canadian life, and French is also used in many other countries of the world. . . . Students will acquire the academic, intellectual, and personal benefits that come from learning an additional language.”

Philosophy

Students will acquire knowledge, skills, and attitudes about

- communication – interpreting, expressing, and negotiating meaning
- culture – patterns of ideas, behaviours, and manifestations shared by francophone peoples
- language – sounds, written symbols, vocabulary, grammar, and discourse
- general language education – cognitive, socio-affective, and metacognitive processes

Students will learn French by interacting with their own environment and using their past experiences. They will learn to communicate in French through the processes of comprehension, production, and negotiation. Students will acquire knowledge about the contemporary presence of francophones, their history, daily activities, and language variations.

Learner Expectations

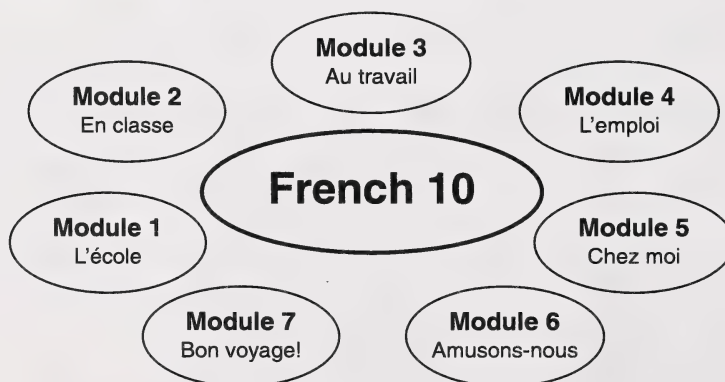
By the end of French 10 (Beginning level), students will be able to do the following:

- engage in language experiences dealing with: community, clothing, exercise, food, housing, activities, vacations, fine arts, trades and professions, hygiene, and safety

- understand a series of simple oral and written statements in a controlled context
- express themselves in oral and written messages of at least two or three statements
- identify the presence of francophones
- identify key words to develop a tolerance of ambiguity
- discover the language by establishing connections between words
- develop a positive attitude towards taking risks by voluntarily using their knowledge
- develop the ability to use selective attention
- understand and use these grammatical elements:
 - nouns, number, gender, adjectives, pronouns, prepositions, and adverbs
 - definite and indefinite articles, possessive adjectives, the partitive
 - interrogative expressions
 - verbs such as avoir, être, faire, aller, and the regular *er*, *ir*, and *re* verbs in the present tense
 - the immediate future, the imperative, and pronominal forms of verbs

Overview of French 10

The French 10 course is based on the textbook and workbook for *Entrez 1*, Copp Clark Pitman Ltd., 1987. Modules 1 and 2 correspond to Unité 1 of the textbook and Modules 3 and 4 correspond to Unité 2 of the textbook. The remaining three modules correspond to the last three units of the textbook. There are seven modules in this course.



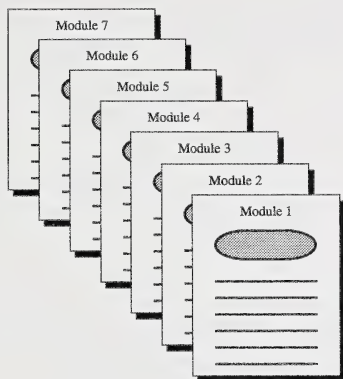
These modules provide learning activities in a wide variety of contexts, including those listed in the Program of Studies.

Time Allocation

Modules 5, 6, and 7 are twice as long as the earlier modules. You will need to allow much more time to teach them. Now would be a good time to plan your teaching schedule for the course.

Structure of the Learning Package

Module Booklets



The print components involve many booklets called modules. These modules contain guided activities that instruct students in a relevant, realistic setting, as well as assignments that can be used for formative and summative assessments.

The modules have been specially designed to promote such qualities in the learner as autonomy, independence, and flexibility. Writers have incorporated such teaching strategies as working from the concrete to the abstract, linking the old to the new, getting students actively involved, and using advance, intermediate, and post organizers. Many other techniques enable learners to learn on their own for at least some of the time.

Contents
Overview Evaluation
Section 1 Activity 1 Activity 2 etc. Assignment
Section 2 Activity 1 Activity 2 etc. Assignment
Section 3 Activity 1 Activity 2 etc. Assignment
Section 4 Activity 1 Activity 2 etc. Assignment
Module Summary

The structure of the module booklets follows a systematic design. Each module begins with a detailed table of contents which shows the students all the main steps. It acts as an organizer for students. The overview introduces the module topic or theme. A graphic representation has been included to help visual learners and poor readers. The introduction also states the weightings of each assignment and provides instruction for setting up the response pages that are submitted to the teacher.

The body of the module is made up of two or more closely related sections. Each section contains student activities that develop skills and knowledge centred around a theme.

The activities may involve print, audio, video, computer, or laser videodisc formats. At times the student and the learning facilitator are allowed to choose the activity that best suits the student's needs and interests. Other activities such as the Extra Help and Enrichment are optional pathways. This flexibility caters to each student's personal situation.

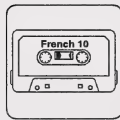
The summary focuses on the skills and strategies that the student has learned.

The students should complete each section assignment after they have thoroughly reviewed the section.

Media



VIDEOTAPE



PRE-RECORDED
AUDIOTAPE



BLANK
AUDIOTAPE

The package also includes references to media. There are activities that require students to view a video. This mandatory video is listed on the following page. It is important that you acquire the video as you are planning the course.

A set of pre-recorded audiotapes is required for the listening activities. These audiotapes may be used by individual students, although many of the audio activities lend themselves to partner or group work. Remind students to stop the audiotape promptly at the end of each exercise, so the tape will be in the correct spot for the next exercise. This should be stressed in order to avoid confusion.

Blank audiotapes are used in some oral production activities. Again, you may prefer to have students do individual or group "live" productions rather than having them record their responses.

The French 10 Sample Final Test audiotape is needed for the sample final test provided in this Learning Facilitator's Manual. Keep it in a secure place.

Textbooks and Reference Books



This French 10 course uses the textbook *Entrez 1* and its workbook (*Cahier d'activités*). Included in the package is a grammar booklet. Students should have access to any good bilingual dictionary.

Other Materials

This package includes a package of visuals (vocabulary posters) which students may put up in the classroom or in their homes.

Materials, Media, and Equipment

Mandatory Components

Equipment (Hardware)	Media	Materials
<ul style="list-style-type: none">• audiocassette recorder (with a microphone, if you will be using the blank assignment tapes)• VHS video player	<ul style="list-style-type: none">• 7 prepared audiotapes (including one for the final test)• blank audiotapes• French 10 videotape	<ul style="list-style-type: none">• LFM for French 10• one complete set of student module booklets (7) for each student• one textbook, <i>Entrez 1</i> (Copp Clark Pitman Ltd.), for each student• one workbook, <i>Entrez 1: Cahier d'activités</i> (Copp Clark Pitman Ltd.), for each student• visuals (vocabulary posters)

Using This Learning Package in the Classroom

Conventional Classroom

Whether your classroom has desks in rows or tables in small groups, you may be most comfortable with a learning system that you can use with all your students in a paced style. In other words, you may want a package that will suit all of your students, so they can move through the materials as one group or several small groups. Because these materials contain different types of exercises within each module, they can address various learning styles and preferences. The materials also include variety within the activities to cater to different thinking levels and ability levels. Because of their versatility and flexibility, these materials can easily suit a conventional classroom.

Open-Learning Classroom

Open learning is the concept of opening up opportunities by overcoming barriers of time, pace, and place by giving the learners a package specially designed to enable them to learn on their own for at least some of the time.

Such a concept is not new. Many teachers can recite attempts to establish an individualized learning system as they recognized the importance of trying to personalize courseware to meet each individual student's needs. But these efforts often failed due to lack of time and lack of quality materials that conformed to Alberta specifications.

Due to advanced educational technology and improved Alberta-specific learning packages, a student-centred approach is now possible. Improved technology now allows us to provide support to learners individually, regardless of their pace or location. A teacher cannot be in twenty-eight places at one time offering guidance. However, media and a well-designed learning package can satisfy individual needs. Technology can also help provide an effective management system needed to track the students as they progress independently through the materials.

The key to a successful open-learning system depends on three vital elements: a learning package specially designed to enable students to learn effectively on their own for at least some of the time; various kinds of learner support; and a management system and style that ensures that the open-learning system runs smoothly.

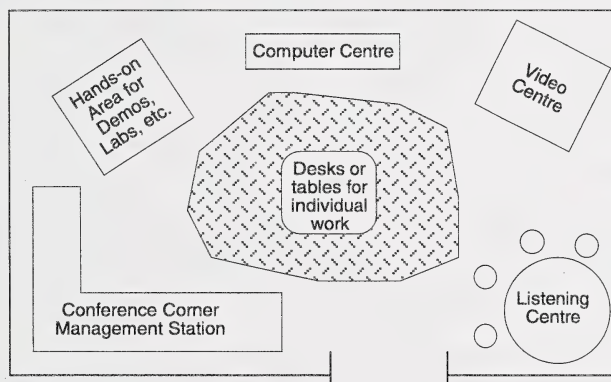
The Key to a Successful Open-Learning System



Learning Package

The specially designed learning package needed for a successful open-learning system has been developed for you. The objectives teach current Alberta specifications using strategies designed for individualized instruction. As the learning facilitator, you need to be sure to have all the components in the learning package available to students as needed.

If adequate numbers of media are available to satisfy the demand, a centre can be established for specific media.



You may not have the luxury to have enough hardware to set up a permanent video or computer centre in your classroom. In that case, students should be encouraged to plan ahead. Perhaps every three to five days they should preview their materials and project when they would need a certain piece of media. This would allow you to group students, if necessary, or reserve media as required.

Support

Support is definitely a key element for successful learning, and when you're planning an individualized, non-paced program, you need to carefully plan when and how support will be given.

The materials contain a form of consistent support by providing immediate feedback for activities included in the module booklet. High school students have solutions, models, explanations, and guides included in the appendix of every student module booklet. These are included so students can receive immediate feedback to clarify and reinforce their basic understanding before they move on to higher levels of thinking.

As the learning facilitator, you may be needed to offer more personal guidance to those students having difficulty, or you may need to reinforce the need for students to do these activities carefully before attempting the section assignments.

The activities include choices and pathways. If a student is having difficulty, you may need to encourage that student to work on all the choices rather than one. This would provide additional instruction and practice in a variety of ways.

Another form of support is routine contact with each individual. This might be achieved with a biweekly conference scheduled by you, or as students reach a certain point (e.g., after each section is completed), they may be directed to come to the conference area.

Special counselling may be needed to help students through difficult stages. Praise and encouragement are important motivators, particularly for those students who are not used to working independently.

Direct teaching may be needed and scheduled at certain points in the program. This might involve small groups or a large group. It might be used to take advantage of something timely (e.g., election, eclipse, etc.), something prescheduled like the demonstration of a process, or something involving students in a hands-on, practical experience.

Support at a distance might include tutoring by phone, teleconferencing, faxing, or planned visits. These contacts are the lifeline between learners and distance education teachers, so a warm dialogue is essential.

Management

Good management of an open-learning system is essential to the success of the program. The following areas need action to ensure that the system runs smoothly:

- **Scheduling, Distributing, and Managing Resources** – As discussed earlier, this may require centres or a system for students to project and reserve the necessary resources.
- **Scheduling Students** – Students and teachers should work together to establish goals, course completion timelines, and daily timelines. Although students may push to continue for long periods of time (e.g., all morning), teachers should discourage this. Concentration, retention, and motivation are improved by taking scheduled breaks.
- **Monitoring Student Progress** – You will need to record when modules are completed by each student. Your data might also include the projected date of completion if you are using a student contract approach.



Sample of a Student Progress Chart

Course Name		Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Final Test
<i>Billy Adams</i>	P								
	A								
<i>Louise Despins</i>	P								
	A								
<i>Violet Klaissian</i>	P								
	A								
P = Projected Completion Date A = Actual Completion Date									

The student could keep a personal log as well. Such tracking of data could be stored easily on a computer.

- Recording Student Assessments – You will need to record the marks awarded to each student for work completed in each section assignment. The marks from these assignments will contribute to a portion of the student's final mark. Other criteria may also be added (a special project, effort, attitude, etc.). Whatever the criteria, they should be made clear to all students at the beginning.

Sample of a Student Assessment Chart

Course Name	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Year's Average	Final Test	Final Mark
<i>Billy Adams</i>	67	65	54	47	68	67	71	63		
<i>Louise Despins</i>	43	50	54	55	48	42	47	48		
<i>Violet Klaissian</i>	65	65	63	68	67	70	68	67		

Letter grading could easily be substituted.

- Recording Effectiveness of System – Keep ongoing records of how the system is working. This will help you in future planning.

Sample of a System Assessment Chart

Module 1			
Date	Activities	Assignments	Resources/Media

The Role of the Teacher in an Open-Learning Classroom

The teachers in a conventional classroom spend a lot of time talking to large groups of learners. The situation in open learning requires a different emphasis. Teachers will probably meet learners individually or in very small groups.

With this approach it is necessary to move beyond the idea of a passive learner depending largely on a continually supportive teacher. The teacher must aim to build the student's confidence, to stimulate the learner into self-reliance, and to guide the learner to take advantage of routes that are most meaningful and applicable to the learner.

These materials are student-centred, not teacher-centred. The teacher needs to facilitate learning by providing general support to the learner.

Evaluation

Evaluation is important to the development of every learner. Data gathering and processing, and decision making, at the student and teacher level, serve as means of identifying strengths and weaknesses.

These specially designed learning packages contain many kinds of informal and formal evaluation.

Observation

In the classroom the teacher has the opportunity to see each student perform every day and to become aware of the level and nature of each student's performance.

Observations are more useful if they are recorded in an organized system. The following list of questions is a sample of types of observations and how they can be collected.

Observation Checklist

	B. Adams	L. Despins	V. Klaissian	H. Smith	K. Dalley
1. Does the student approach the work in a positive manner?					
2. Is the student struggling with the reading level?					
3. Does the student make good use of time?					
4. Does the student apply an appropriate study method?					
5. Can the student use references effectively, etc.?					

Observation may suggest a need for an individual interview with a student.

Individual Conferences

Individual conferences may be paced (scheduled) by the calendar, at certain points in the module, or they may be set up only as needed or requested.

During these conferences teachers can determine the student's progress and can assess the student's attitudes toward the subject, the program, school, and self, as well as the student's relationship with other students. With guided questions the teacher can encourage oral self-assessment; the student can discuss personal strengths or weaknesses in regard to the particular section, module, or subject area.

Self-Appraisal

Self-appraisal helps students recognize their own strengths and weaknesses. Through activities that require self-assessment, students also gain immediate feedback and clarification at early stages in the learning process. Teachers need to promote a responsible attitude toward these self-assessment activities. Becoming effective self-assessors is a crucial part of becoming autonomous learners. By instructing, motivating, providing positive reinforcement, and systematically supervising, the learning facilitator will help students develop a positive attitude toward their own progress.

For variation, students may be paired and peer-assessing may become part of the system. The teacher may decide to have the student self-assess some of the activities, have a peer assess other activities, and become directly involved in assessing the remainder of the activities.

When the activities have been assessed, the student should be directed to make corrections. This should be made clear to students right from the start. It is important to note the correct association between the question and the response to clarify understanding, aid retention, and be of use for study purposes.

Many of the activities include choices for the student. If the student is having difficulty, more practice may be warranted, and the student may need to be encouraged to do more of the choices.

Self-appraisal techniques can also be introduced at the individual conferences. Such questions as the following might be included:

- What steps are you taking to improve your understanding of this topic?
- What method of study do you use most?
- How do you organize your material to remember it?
- What steps do you follow when doing an assignment?
- What could you do to become an even better reader?
- Do you have trouble following directions?
- Did you enjoy this module?

A chart or checklist could be used for recording responses.

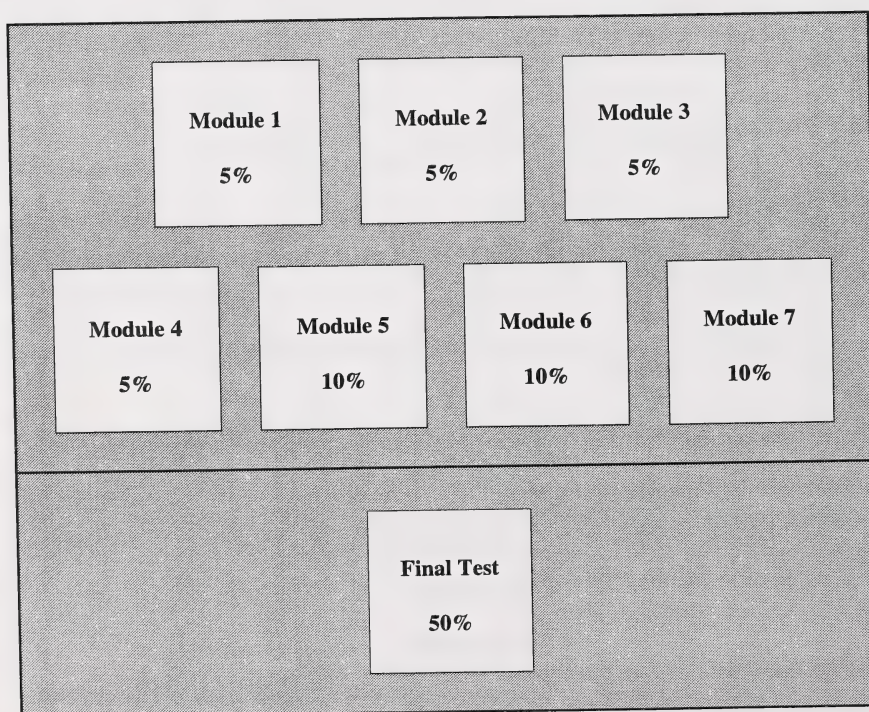
Informal Evaluation: Assignments

Informal evaluation, such as the assignments included in each module, are an invaluable aid to the teacher. They offer ongoing assessment information about the student's achievement and the behaviour and attitudes that affect that achievement.

Each module contains a number of assignments. These assignments assess the knowledge or skills that the student has gained from the module. **The student's mark for the module may be based solely on the outcome of learning evident in the assignments; however, you may decide to establish a value for other variables such as attitude or effort.** It is important that you establish at the beginning which outcomes will be evaluated, and that all students clearly understand what is expected.

Final Test

All LFM's include a formal final test which can be photocopied for each member of the class. You may develop your own final test if you wish. The test, closely linked to the learning outcomes stated in the module booklets, gives the teacher precise information concerning what each student can or cannot do. Answers, explanations, and marking guides are also included. The value of the final test and each module is the decision of the classroom teacher. Following is a suggestion only.



Introducing Students to the System

Your initiation to these learning materials began with a basic survey of what was included and how the components varied. This same process should be used with the class. After the materials have been explored, a discussion might include the advantages and the disadvantages of learning independently or in small groups. The roles of the students and teacher should be analysed. The necessary progress checks and rules need to be addressed. Your introduction should motivate students and build a responsible attitude toward learning autonomously.

Skill Level

It is important for students to understand that there are certain skills that they will need in order to deal successfully with the course materials. They are listed below:

- understanding and using instructional materials (table of contents, index, list of illustrations, appendices, bibliography, and glossary)
- using reference materials
- recognizing special symbols
- focusing attention
- learning to hear the differences between somewhat similar sounds
- imitating native speakers accurately
- picking out key words from oral or written text
- using cognates and contextual cues
- taking risks in using what has been learned
- finding relationships between words

Other general skills are using reliable study methods, outlining, and learning to read at a flexible rate.

To decide the level and amount of instruction needed to accommodate the varied levels among students, you may wish to prepare and administer skill inventories or pretests. If most students need help with a particular skill, you may want to plan a total class instructional session. If only certain students lack a skill, you may want to set up a temporary skill group to help students who need it, or you may want to develop a skills file for this purpose.

Reading Level

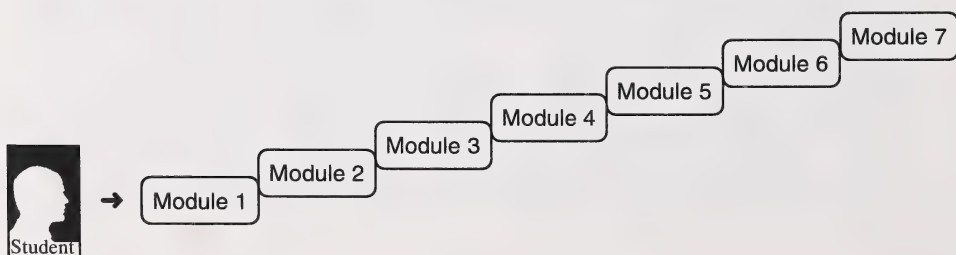
These course materials are largely print based, but poorer readers need not be discouraged. It is important that you assure the students that these materials have been designed for easy reading. The authors have employed special strategies that lower and control the reading level. Some of them are

- the conscious selection of vocabulary and careful structuring of sentences to keep the materials at an independent reading level

- the integration of activities, examples, and illustrations to break text into appropriate-sized chunks
- the inclusion of many kinds of organizers (advance, graphic, intermediate, concept mapping, post organizers) to help give students a structure for incorporating new concepts
- the recognition that vocabulary and concepts are basic to understanding content materials and, thus, must be handled systematically (defined in context, marginal notes, footnotes, and often in a specialized glossary)
- the acknowledgement that background knowledge and experience play a vital role in comprehension
- the systematic inclusion of illustrations and videos to help poorer readers and visual learners, and audiocassettes and software as an alternative to print-based learning
- a variety of formats (paragraphs, lists, charts, etc.) to help poorer readers who do not absorb or retain main ideas easily in paragraph format
- the inclusion of media and activity choices to encourage an active rather than passive approach
- instruction in a meaningful setting rather than in a contrived, workbook style
- using purposeful reading, viewing, and doing to produce better interpretation of the course materials
- the recognition that students need structured experiences when reading, viewing, or listening to instructional materials: developing pupil readiness, determining the purpose, providing guided instruction and feedback, rereading if necessary, and extending (This structure closely resembles the reading process.)

To help make the learning package more readable, you can begin your module preparation by reading (viewing, listening to) all the related materials that are going to be used. You need a solid background in order to assess and develop a background knowledge for students. The students' experiential bases may be assessed through brainstorming sessions concerning the topic, or by using visuals and guided questions to predict what the topic might be about.

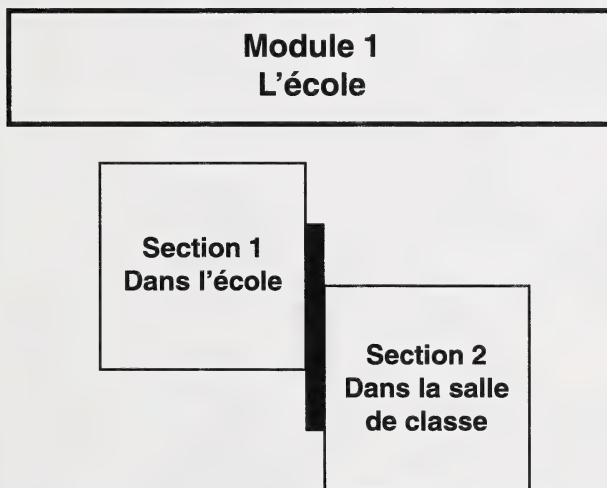
It is recommended that you use the seven modules in numerical order, as each one assumes a knowledge of the vocabulary and structures taught in the previous modules.



Module 1: L'école

Overview

Module 1 attempts to create a progression of learning that parallels real-life situations during which a student starts school, meets new people, and learns to communicate about his or her school-related experiences. The thematic organization of this module attempts to introduce the language, culture, and language-learning strategies in an integrated manner as they arise in a given situation. The content attempts to be relevant to the student at a personal level. This module (and the entire course) focuses on using the language as a vehicle for communication. Grammar is taught only incidentally. If you wish, you may occasionally provide a greater focus on grammar.



Evaluation

The mark in this module is based on two section assignments. Much of each assignment is completed in the workbook at intervals throughout the section. The mark distribution is as follows:

Section 1 Assignment	100 marks
Section 2 Assignment	100 marks
TOTAL	200 marks

Supplies and Equipment Used in All Modules

- *French 10* student module booklets (seven modules)
- audiocassette recorder to play and record
- prerecorded French 10 audiotapes
- blank audiotape
- *Entrez 1* student textbook
- *Entrez 1, Cahier d'activités* student workbook
- VHS videoplayer
- French 10 videotape
- French 10 Grammar Book
- French-English dictionary (optional)
- visuals (vocabulary posters)

Key Concepts in Module 1

Modules 1 and 2 review and expand the **school** theme from previous years. Specific concepts covered in the sections are presented here.

Section 1

- greetings
- gender
- dates
- holidays
- locations in a school
- cognates
- days of the week
- calendar
- the possessive determiner *mon*
- names of school subjects

Section 2

- using the verb *être*
- using the 24-hour clock
- names of classroom articles
- telling time
- using *qui est-ce*
- expressing possession

Section 1 Assignment Answer Key (100 marks)

A. Listening exercises (30 marks)

Workbook, *Exercice d'écoute A*, page 1 (6 marks)

1. V 2. F 3. F 4. F 5. V 6. V 7. F

Workbook, *Exercice d'écoute B*, page 2 (8 marks)

The bolded letters are the ones the students were to add.










2. **C**hung
3. **D**avis
4. **L**eg**r**and
5. **R**omanski
6. **S**avich
7. **S**harma
8. **S**pirou
9. **T**remblay

Workbook, *Exercice d'écoute C*, page 3 (9 marks)

ÉCOLE ST-LAURENT

<div data-bbox="190 303 348 468"></div> <div data-bbox="177 460 203 494">7</div>	<div data-bbox="407 303 651 546"></div>	<div data-bbox="783 303 1019 546"></div> <div data-bbox="743 538 769 572">6</div>
	<div data-bbox="473 633 579 737"></div> <div data-bbox="388 703 414 737">8</div>	<div data-bbox="842 633 947 737"></div> <div data-bbox="743 703 769 737">1.</div>
<div data-bbox="190 807 348 972"></div> <div data-bbox="177 980 203 1015">3</div>	<div data-bbox="447 807 611 972"></div> <div data-bbox="651 946 677 980">9</div>	<div data-bbox="783 807 1019 1050"></div> <div data-bbox="743 1067 769 1102">2</div>
	<div data-bbox="467 980 585 1102"></div>	<div data-bbox="842 1111 960 1223"></div>
	<div data-bbox="473 1111 585 1223"></div> <div data-bbox="388 1197 414 1232">5</div>	<div data-bbox="815 1284 987 1449"></div> <div data-bbox="743 1423 769 1458">10</div>
	<div data-bbox="447 1284 611 1449"></div> <div data-bbox="388 1423 414 1458">4</div>	

Workbook, *Exercice d'écoute D*, page 4 (8 marks)

									
1. <u>il est</u> elle est				✓					
2. <u>ils sont</u> elles sont					✓				
3. il est <u>elle est</u>		✓							
4. <u>il est</u> elle est	✓								
5. ils sont <u>elles sont</u>								✓	
6. <u>ils sont</u> elles sont							✓		
7. <u>ils sont</u> elles sont						✓			
8. il est <u>elle est</u>			✓						
9. ils sont <u>elles sont</u>									✓

The student will also record these answers on the blank tape as part of the oral assignment.

B. Writing exercises (27 marks)**Workbook, Exercice écrit 1, page 14 (15 marks)**

Answers in column 2 will depend on the student's own school.

l'école St-Laurent	mon école
1. École secondaire St-Laurent	
2. 1490 élèves	
3. 87 professeurs	
4. 9D	
5. M. Robillard	
6. 24 élèves	
7. La Lance	
8. Les Lanceurs	

Workbook, Exercice écrit 2, page 15 (5 marks)

- | | |
|------------|---------------|
| 2. Thérèse | 9. Martin |
| 3. Richard | 10. Rachel |
| 4. Nicole | 11. Elisabeth |
| 5. Suzanne | 12. Jason |
| 6. Chris | 13. Claudine |
| 7. Lonnie | 14. Paul |
| 8. Doug | 15. Serge |

La phrase mystère: « L'école secondaire est super! »

Workbook, Exercice écrit 4, page 17 (6 marks)

- | | |
|--|---|
| 2. Non. Elles sont dans le couloir (le corridor). | 5. Non. Il est dans la piscine. |
| 3. Non. Elle est dans le laboratoire (le labo). | 6. Non. Ils sont dans le bureau du directeur. |
| 4. Non. Elles sont dans la salle d'ordinateurs (d'informatique). | 7. Non. Ils sont dans la cafétéria (le réfectoire). |

C. Oral exercises (33 marks)**Workbook, Exercice d'écoute D, page 4 (9 marks)**

- | | |
|---|--|
| 1. Il est dans la salle d'ordinateurs. | 6. Ils sont dans l'atelier. |
| 2. Ils sont (peut-être) dans la bibliothèque. | 7. Ils sont (peut-être) dans la cafétéria. |
| 3. Elle est dans le laboratoire. | 8. Elle est dans le gymnase. |
| 4. Il est dans la piscine. | 9. Elles sont dans le couloir. |
| 5. Elles sont dans l'auditorium. | |

Workbook, Exercice d'écoute E, page 5 (12 marks)

1. Les cours sont le français, l'histoire, les maths, et les sciences.
2. Les cours sont l'anglais, le commerce, la dactylographie, et l'éducation physique.
3. Les cours sont l'anglais, les arts visuels, l'informatique et les sciences familiales.
4. Les cours sont l'atelier, le commerce, la dactylographie, et les sciences.
5. Les cours sont la géographie, l'histoire, les maths et la musique.
6. Les cours sont l'atelier, le français, l'informatique, et les sciences familiales.

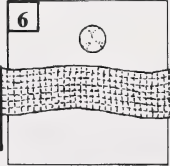


Student text, La voix des jeunes I, D. Comparaisons, page 15 (12 marks)

Students are to have recorded any two conversations from the six comparisons listed.

D. Personalized exercise (10 marks)**Student text, Situation 1, C, page 39 (10 marks)**

This will be a French poster based on one of the events listed on page 39 of the text.

Section 2 Assignment Answer Key (100 marks)**A. Listening exercises (24 marks)****Workbook, Exercice d'écoute G, page 7 (16 marks)**

 <p>4</p> <p>je suis tu es</p>	 <p>8</p> <p>je suis tu es</p>	 <p>3</p> <p>je suis tu es</p>
 <p>6</p> <p>je suis tu es</p>	 <p>je suis tu es</p>	 <p>5</p> <p>je suis tu es</p>
 <p>7</p> <p>je suis tu es</p>	 <p>9</p> <p>je suis tu es</p>	 <p>2</p> <p>je suis tu es</p>

Workbook, Exercice d'écoute H, page 8 (8 marks)

- | | |
|------|------|
| 1. Q | 5. S |
| 2. U | 6. T |
| 3. I | 7. L |
| 4. E | 8. À |

La question-mystère: « Qui est là? »

B. Writing exercises (38 marks)**Workbook, Exercice écrit 7, page 20 (8 marks)**

Martin	Chris
Sam	Deanna
Suzanne	Marlow
Jill	Rick
Carl	Don

Workbook, Exercice écrit 8, page 21 (10 marks)

A

2. Les magazines (revues) sont parterre (sur le tapis).
3. Les photos (images) sont derrière les rideaux.
4. Le livre de maths est sous la chaise.
5. La caméra est devant le placard.
6. La radio est sur la chaise.

B

2. Les magazines (revues) sont sur le bureau.
3. Les photos (images) sont sous (devant) le placard.
4. Le livre de maths est sur l'étagère.
5. La caméra est sous le bureau.
6. La radio est derrière les rideaux (devant la fenêtre).

Workbook, Exercice écrit 9, pages 22 and 23 (12 marks)

I.

- | | | |
|----|----|---|
| 1. | 3. | Oui, je suis dans le gymnase. |
| 2. | 1. | example |
| 3. | 2. | example |
| 4. | 4. | Non. À 10 h, tu es dans le laboratoire (au labo de chimie). |

II.

1. 2. C'est vrai. Tu es dans la classe de musique.
2. 1. Non. Le mercredi à 11 h, je suis dans la bibliothèque.
3. 4. Non. À 10 h, tu es dans l'auditorium (l'amphithéâtre).
4. 3. Hé oui! Je suis dans la piscine.

Workbook, Exercice écrit 10, page 24 (8 marks)

Note that the adjective agreements limit the choices.

2. Oh là là! C'est toi. Tu es dans **la piscine**. Tu es **comique**.
3. Annette et Paula **sont** dans **la salle des professeurs**. Elles **sont gentilles**.
4. Et ici, c'est moi. Je **suis** dans **la salle d'ordinateurs**. Je **suis content**.
5. Lise et Charles **sont** dans **le couloir** (ou l'auditorium). Ils sont **sensationnels**.

C. Oral exercises (26 marks)**Student text, Méli-mélo, B. Quel programme!, page 23 (16 marks)**

2. La pratique de football est mercredi à 4 h.
3. Le rendez-vous avec Thérèse est samedi à 8 h 30.
4. Le pique-nique est dimanche à 2 h.
5. Le match de football est jeudi à 2 h 30.
6. Le rendez-vous avec Lonnie est samedi à 10 h 50.
7. La danse est vendredi à 9 h.
8. L'entrevue avec M. O'Reilly est lundi à 11 h 20.

Student text, La voix des jeunes I, G. À ton tour, pages 18 and 19 (10 marks)

The material recorded on the student's tape should include **five** descriptive sentences. The student should use a variety of places, prepositions, and the appropriate form of **être**. Examples are provided here.

Dans ma classe de français, les broches sont sur le rebord du tableau.
 Les livres sont sous l'étagère.
 Le tableau est derrière le bureau.
 Les magazines sont dans le placard.
 La craie est sur le rebord du tableau.
 Le magnétophone est dans le placard.
 Les papiers sont sur le bureau.
 Les dictionnaires sont sur l'étagère.
 L'étagère est sur le mur. (The preposition *contre* hasn't been given.)
 Le rétroprojecteur est devant les rideaux.

D. Personalized exercises (12 marks)

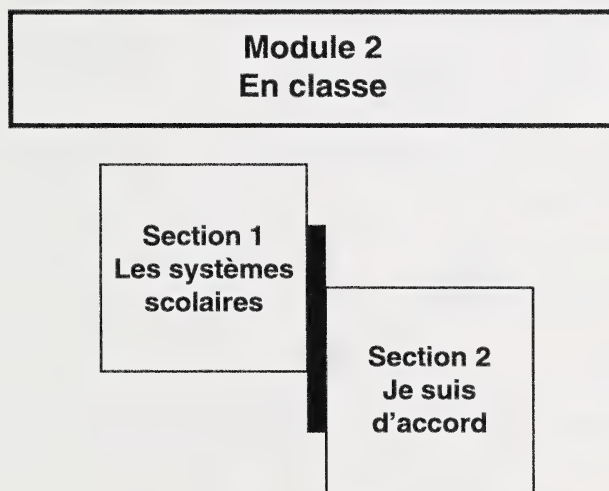
The student prepares the school timetable in *part III* of *Méli-mélo, D. Horaire des cours*, on page 25 of the text. This will be a written copy of the student's own timetable plus a description of it (how many teachers, classes, hours per week, and so on).

Module 2: En classe

Overview

In Module 2, the theme of **school** is developed further. Students learn to discuss their school timetables. They also practise expressing agreement or disagreement and requesting permission. A comparison is made between the Alberta and Quebec school systems. If further changes in the Alberta educational system have been made or are contemplated, that could be brought into the discussion. Try to do as much of the discussion as possible in French.

If the Alberta–Quebec student exchange is still in operation at the time your students study Module 2, you might want to make this a topic for discussion in French.



Evaluation

The mark in this module is based on two section assignments. Much of each assignment is completed in the *Cahier d'activités* at intervals throughout the section. The mark distribution is as follows:

Section 1 Assignment	100 marks
Section 2 Assignment	100 marks
TOTAL	200 marks

Key Concepts in Module 2

Section 1

- using *où est/où sont*
- expressing possession using *de*
- school timetables
- liaison
- numbers greater than 100
- expressing possession using *mon/ton*
- formal and informal introductions

Section 2

- expressing possession using *son*
- more on cognates
- expressing agreement and disagreement
- requesting permission

Section 1 Assignment Answer Key (100 marks)

A. Listening exercises (32 marks)

Workbook, *Exercice d'écoute I*, page 9 (16 marks)

- | | | | |
|------------|-----|------------|-----|
| 2. Où sont | Non | 6. Où est | Non |
| 3. Où est | Non | 7. Où est | Oui |
| 4. Où est | Oui | 8. Où sont | Oui |
| 5. Où sont | Non | 9. Où sont | Oui |

Workbook, *Exercice d'écoute J*, page 10 (8 marks)

Circle the word and picture.

- | | |
|---------------------------|----------------------|
| 2. mes bracelets | 6. mon sac à main |
| 3. ma boîte de couleurs | 7. ma trousse |
| 4. mon miroir | 8. ma bague |
| 5. mes boucles d'oreilles | 9. mon porte-monnaie |

Workbook, *Exercice d'écoute K*, page 11 (8 marks)

- | | |
|-----------------|------------------|
| 2. ton uniforme | 6. ton argent |
| 3. ta radio | 7. tes cassettes |
| 4. tes disques | 8. tes exercices |
| 5. ta guitare | |

B. Writing exercises (48 marks)

Workbook, *Exercice écrit 12*, pages 26 and 27 (24 marks)

- | | | | |
|---------------|----------|------------|------|
| I. 2. Où sont | sur | 5. Où sont | dans |
| 3. Où est | devant | 6. Où sont | sur |
| 4. Où est | sous | | |
| II. 1. Où est | devant | 4. Où sont | sous |
| 2. Où est | sur | 5. Où sont | dans |
| 3. Où est | derrière | 6. Où est | sur |

Workbook, *Exercice écrit 14*, page 29 (8 marks)

- | | |
|----------------------------|------------------------------------|
| 2. Où est mon miroir? | 6. Où sont mes boucles d'oreilles? |
| 3. Où est ma bague? | 7. Où est mon sac à main? |
| 4. Où sont mes couleurs? | 8. Où est mon sac de sport? |
| 5. Où est ma calculatrice? | 9. Où sont mes crayons? |

Workbook, *Exercice écrit 15*, page 30 (16 marks)

- | | |
|----------------|-----------------|
| 2. ton walkman | 6. tes clefs |
| 3. ta guitare | 7. ton argent |
| 4. tes cartes | 8. tes albums |
| 5. ta bague | 9. ton uniforme |

C. Oral exercises (20 marks)

Student text, *La voix des jeunes II, Quels horaires!*, page 30 (10 marks)

Trinh: Tom, tu es dans ma classe d'anglais?

Tom: Je ne sais pas. Qui est ton prof?

Trinh: Attends. Ah voilà! C'est Mlle Hastings dans la salle 316.

Tom: Mon prof, c'est M. Drouillard. Et ma classe? Voyons.... C'est...la salle 302.

Trinh: Ah non!

Student text, *La voix des jeunes II, D. Périodes libres, Ma carte d'identité*, page 43 (5 marks)

Responses will vary, but should include name, address, telephone number, date of birth, and homeroom.

Student text, *Situation 3, B*, page 45 (5 marks)

This will be a brief recording of the student introducing someone.

Section 2 Assignment Answer Key (100 marks)**A. Writing exercises (37 marks)**

1. Possessive adjectives (9 marks)

- | | | |
|--------|---------------|--------|
| a. son | d. ton | g. Mon |
| b. ma | e. tes or ses | h. sa |
| c. mes | f. ta | i. tes |

2. Using *est-ce que je peux* to request permission (6 marks)

Answers may vary. Possible answers include these:

- Est-ce que je peux aller à (chercher mes devoirs de) mon casier?
- Est-ce que je peux ranger mes choses? **ou** Est-ce que je peux ranger la salle de classe?
- Est-ce que je peux demander permission à la directrice-adjointe?

Workbook, *Exercice écrit 17*, pages 32 and 33 (13 marks)

- sa règle
 - ses devoirs
 - son compas
 - son livre de maths et sa calculatrice
- son porte-monnaie et sa trousse de maquillage
 - son sac à main et son argent
 - son uniforme et son sac de sport
 - ses clefs et son miroir

Workbook, *Exercice écrit 18*, page 34 (9 marks)

The order of the objects within columns is not important.

moi

toi

Richard ou Anne

- C'est mon sac de sport.
- C'est mon livre.
- Ce sont mes chaussures de sport.

- C'est ton uniforme.
- Ce sont tes cartes.
- C'est ta calculatrice.

- C'est sa radio.
- Ce sont ses crayons.
- C'est son porte-monnaie.

B. Oral exercises (25 marks)

Student text, *La voix des jeunes II, L. À ton tour*, page 36

The people's names and the descriptive adjectives (in the ellipses) will vary.

Students were to choose from these adjectives:

aimable	formidable(s)	sensationnel (sensationnelle)
comique	gentil (gentille)	sportif (sportive)
extraordinaire(s)	intelligent (intelligente)	sympathique
fantastiques	magnifiques	

1. Qui est ton acteur favori?
Mon acteur favori? C'est.... Il est.... Il est...aussi. Ses films sont....
2. Qui est ton athlète favori?
Mon athlète favori? C'est.... Il est.... Il est...aussi. Ses matchs sont....
3. Qui est ta chanteuse favorite?
Ma chanteuse favorite? C'est.... Elle est.... Elle est...aussi. Ses chansons sont....
4. Qui est ton prof favori?
Mon prof favori? C'est.... Il est.... Il est...aussi. Ses classes sont....
5. Qui est ta personne favorite?
Ma personne favorite? C'est.... Il (Elle) est.... Il (Elle) est...aussi....

C. Personalized exercises (38 marks)

Student text, *Coin de lecture, A. Vrai ou faux?*, page 46

1. F 2. F 3. V 4. V 5. F 6. V

Student text, *Coin de lecture, B. Ton opinion, s'il te plaît*, page 47

1. Je suis d'accord que (Je ne suis pas d'accord que) les écoles secondaires sont terrifiantes.
2. Je suis d'accord que (Je ne suis pas d'accord que) les professeurs sont toujours sympathiques.
3. Je suis d'accord que (Je ne suis pas d'accord que) les rêves sont plus intéressants que la réalité.
4. Je suis d'accord que (Je ne suis pas d'accord que) les élèves sont toujours en retard.
5. Je suis d'accord que (Je ne suis pas d'accord que) les élèves préfèrent les grandes écoles.

Student text, *Coin de lecture, C. À ton tour*, page 47

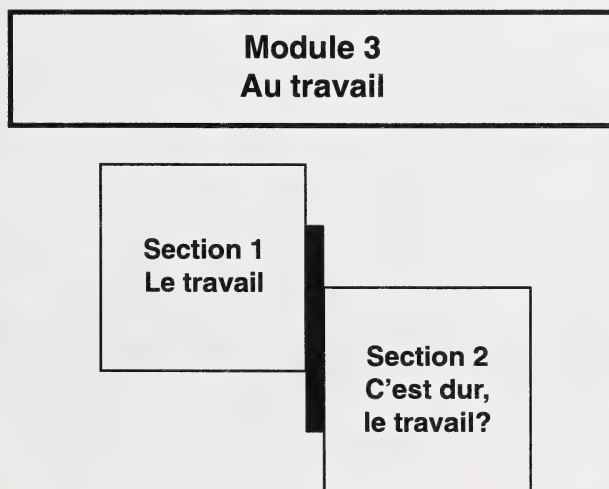
The student may have completed this assignment using any one of these formats: picture (painted or drawn), collage, audiotape recording, or videorecording. The student was to express either his or her impression of the first day of classes, or his or her ideal classroom.

Module 3: Au travail

Overview

In Module 3, students see the world of work through the eyes of the teenagers attending *L'école St-Laurent*. Most students identify with someone having a part-time job. Some will have a part-time job already, and others will be interested in getting one. Over the next few years the world of work will be an increasingly important part of their lives, and the more serious students will already be very aware of that. Students will learn the names of some common workplaces and of duties and activities that are part of part-time employment.

In this module, students learn about cashing a paycheque and making deposits and withdrawals in the bank. They will also look at employment application forms, and will practise talking about work schedules and duties.



Evaluation

The mark in this module is based on two section assignments. Much of each assignment is completed in the *Cahier d'activités* at intervals throughout the section. The mark distribution is as follows:

Section 1 Assignment	100 marks
Section 2 Assignment	100 marks
TOTAL	200 marks

Key Concepts in Module 3

Section 1

- using *au/à la/chez* appropriately
- places of work
- using *mais si*
- names of occupations

Section 2

- common duties of workers
- banking: deposits, withdrawals, loans
- *je/tu* forms of *er* verbs

Section 1 Assignment Answer Key (100 marks)

A. Listening exercises (28 marks)

Workbook, *Exercice d'écoute A*, page 37 (9 marks)

- | | |
|-------------------------------------|---|
| 1. elle travaille (supermarché) | 6. ils travaillent (bureau) |
| 2. il travaille (restaurant) | 7. il travaille (hôpital) |
| 3. ils travaillent (pharmacie) | 8. elles travaillent (cinéma) |
| 4. elles travaillent (parc) | 9. ils travaillent (boulangerie) |
| 5. elle travaille (station-service) | 10. il travaille (magasin de vêtements) |



Workbook, *Exercice d'écoute B*, page 38 (8 marks)

- | | |
|----------------------|-----------------------------------|
| 2. elles travaillent | au parc Olympique |
| 3. elle travaille | à la boulangerie Baguette |
| 4. ils travaillent | à la station-service Petro-Canada |
| 5. il travaille | à l'hôpital Victoria |
| 6. elles travaillent | chez Eaton |
| 7. ils travaillent | à la pizzeria Franco |
| 8. elle travaille | au supermarché Provigo |
| 9. il travaille | à la bibliothèque municipale |

Workbook, Exercice d'écoute D, page 40 (11 marks)



B. Writing exercises (38 marks)

Workbook, Exercice écrit 3, page 50 (10 marks)

- | | |
|---|---|
| 2. Il (Elle) travaille au supermarché McKenzie. | 6. Ils travaillent à la boulangerie Baguette. |
| 3. Elles travaillent à l'hôpital Western. | 7. Elle (Il) travaille à la pharmacie Demers. |
| 4. Ils (Elles) travaillent au cinéma Roxy. | 8. Elles travaillent au parc Tremblay. |
| 5. Elle travaille à la station-service Gaz. | |

For each answer the student should draw a logo.

Workbook, Exercice écrit 4, page 51 (15 marks)

- | | | | | |
|--------------|-------------|-------------|---------------|-------------|
| 1. garder | 4. porter | 7. ranger | 10. regarder | 13. placer |
| 2. consulter | 5. vérifier | 8. chercher | 11. changer | 14. classer |
| 3. ramasser | 6. parler | 9. laver | 12. enseigner | |

L'expression mystère: au travail

Workbook, Exercice écrit 5, page 52 (13 marks)

2. Il travaille dans un parc (ou dans une piscine).
Il ramasse les déchets.
Il enseigne la natation aux enfants.
3. Elles travaillent dans un supermarché.
Elles portent des boîtes.
4. Elle travaille dans un bureau.
Elle parle au téléphone.
Elle classe des lettres.
5. Ils travaillent dans une station-service.
Ils vérifient la pression des pneus.
6. Il travaille dans un cinéma.
Il regarde les billets.
Il place les gens.

C. Oral exercises (34 marks)**Workbook, Exercice d'écoute C, page 39 (14 marks)**

1. Roger vérifie la pression des pneus.
2. Ils regardent les billets.
3. Marlene change le filtre à l'huile.
4. Il parle au téléphone.
5. Paul et Marie lavent la vaisselle.
6. Ils enseignent la natation aux enfants.
7. Jean-Claude et Jean-Paul gardent les enfants.
8. Ils ramassent les déchets.
9. Elle porte des boîtes.
10. Elle consulte les cartes.
11. Ils classent des lettres.
12. Pauline range des produits sur les étagères.
13. Il place les gens.
14. Joseph et Marie-Claire cherchent des références.

Student text, La voix des jeunes I, B. Ça continue!, page 54 (10 marks)**First Conversation**

Nicole: Vraiment, hein? Richard travaille dans un supermarché?

Yvette: Ah oui! Il travaille chez Steinberg.

Nicole: Mais...jamais la fin de semaine?

Yvette: Mais si!

Nicole: Oh là là! Quelle corvée!

Second Conversation

Nicole: Vraiment, hein? Trinh et Rachel travaillent dans un parc?

Yvette: Ah oui! Elles travaillent au parc Lafontaine.

Nicole: Mais...jamais la fin de semaine?

Yvette: Mais si!

Nicole: Oh là là! Quelle malchance!

Student text, La voix des jeunes I, E. Après le travail, page 58 (10 marks)**First Conversation**

Paul: Je suis bien fatigué après le travail.

Un ami: Moi aussi.

Paul: Mais mon amie Caroline, tu sais, elle est encore énergique après...

Un ami: Comment ça?

Paul: Elle aime tellement le ballet que même après le travail, elle danse.

Second Conversation

Paul: Je suis bien fatigué après le travail.

Un ami: Moi aussi.

Paul: Mais mes amis Sandra et Alain, tu sais, ils sont encore énergique après...

Un ami: Comment ça?

Paul: Ils aiment tellement le sport que même après le travail, ils nagent à la piscine de l'école.

Section 2 Assignment Answer Key (100 marks)**A. Listening exercises (33 marks)****Workbook, Exercice d'écoute E, page 41 (8 marks)**

Le mardi, j'enseigne la natation aux enfants.

Le mercredi,...je gonfle les pneus....

Jeudi,... J'écoute de la musique.

Mais le vendredi et le samedi.... Je lave la vaisselle au moins trois fois par jour.

Tu travailles seulement le vendredi soir.

Tu places les gens et puis tu regardes le film.

Workbook, Exercice d'écoute F, page 42 (16 marks)

- | | |
|--|-------------------------------|
| 2. Je travaille à la caisse. | 6. Je vérifie les commandes. |
| 3. Je chante « Bon anniversaire. » | 7. Je cherche les bougies. |
| 4. Tu enseignes des jeux. | 8. Elles lavent la vaisselle. |
| 5. Elle donne des bonbons aux enfants. | 9. Elle ramasse les déchets. |

Workbook, Exercice d'écoute G, page 43 (9 marks)

	1. Luc	2. Georges	3. Daniel	4. Louise	5. Barbara
balayer le plancher	✓	x			
donner de l'assistance aux clients				✓	
ramasser les déchets	x				x
être à la caisse		✓			
nettoyer le plancher			x		
ranger les chariots	✓		x		
porter des sacs					✓
travailler à la caisse				✓	
chercher les boîtes		x			

B. Writing exercises (40 marks)

Workbook, Exercice écrit 7, page 54 (16 marks)

2. Toi, tu travailles trois fois par semaine. Tu travailles le mardi, le mercredi et le vendredi de 5 h à 9 h.

NOVEMBRE						
dimanche	lundi	mardi	mercredi	jeudi	vendredi	samedi
		<i>emploi</i>	<i>emploi</i>		<i>emploi</i>	<i>surprise-partie chez Nicole</i>

Alors, quand est-ce qu'on va se rencontrer?
Nous sommes libres, tous les deux, le jeudi.

3. Moi, je travaille deux fois par semaine. Je travaille le vendredi soir et le dimanche.

NOVEMBRE						
dimanche	lundi	mardi	mercredi	jeudi	vendredi	samedi
<i>emploi</i>	<i>match de tennis</i>				<i>emploi</i>	

4. Toi, tu travailles trois fois par semaine. Tu travailles le mercredi et le jeudi après l'école et aussi le samedi de 9 h à 5 h.

NOVEMBRE						
dimanche	lundi	mardi	mercredi	jeudi	vendredi	samedi
	<i>réunion</i>		<i>emploi</i>	<i>emploi</i>		<i>emploi</i>

Alors, quand est-ce qu'on va se rencontrer?
Nous sommes libres, tous les deux, le mardi.

Workbook, Exercice écrit 8, pages 55 and 56 (9 marks)

Cher Jason,

Nous avons tous un bon emploi! Toi, tu travailles dans une station-service. Tu travailles trois fois par semaine – le lundi le mercredi et le vendredi de 9 h à 5 heures. Et qu'est-ce que tu fais là? Eh bien, tu gonfles les pneus et tu parles aux filles.

Georges travaille dans une boulangerie. Il travaille deux fois par semaine – le dimanche et le mardi soir. Et lui? Qu'est-ce qu'il fait? Il prépare les petits pains. Il écoute de la musique aussi.

Et moi, je travaille dans un magasin de disques (magasin de musique). Je travaille tous les samedis de 10 h à 5 h. Et dans mon emploi, je range des disques mais parfois je regarde les vidéos aussi.

Sally, elle a de la chance! Elle travaille dans un cinéma. Elle travaille tous les vendredis après l'école. Et qu'est-ce qu'elle fait? Elle place les gens mais elle mange du maïs soufflé aussi.

Amitiés
Kim

Student text, Situation 1, C, page 79 (Dialogue) (5 marks)

This will be a dialogue created by the student. The dialogue will be between the student and a bank cashier. The student will deposit a cheque and keep a few dollars of the money.

Student text, *La voix des jeunes I, H. À ton tour*, page 60 (10 marks)

- I. This is a free-response exercise following this basic pattern: workplace, schedule, responsibilities. Students are to write on the topic *Mon emploi* or *Mon emploi imaginaire*.

Example:

Moi, je travaille dans un hôpital tous les lundis soirs. Là, je change les draps.

- II. L'emploi de mon ami(e)

Example:

Mon amie, Pauline, travaille dans un magasin deux fois par semaine. Là, elle range les vêtements.

C. Oral exercises (22 marks)**Workbook, *Exercice d'écoute E*, page 41 (12 marks)**

Cher ami,

Me voici à la colonie de vacances. J'aime beaucoup le travail. Le lundi, je prépare le déjeuner. Le mardi, j'enseigne la natation aux enfants. Le mercredi, c'est le jour du tour à bicyclette. Alors, je gonfle les pneus et puis on commence le tour. Jeudi, c'est mon jour favori. Pourquoi? Eh bien, j'ai du temps libre. J'écoute de la musique. Mais le vendredi et le samedi...oh là là! C'est mon tour de travailler fort. Je lave la vaisselle au moins trois fois par jour.

Et toi? Tu aimes ton emploi au cinéma? Eh bien, pourquoi pas? Tu travailles seulement le vendredi soir. Tu places les gens et puis tu regardes le film. Pour ce travail, tu gagnes cinq dollars de l'heure! C'est pas mal!

Alors, c'est tout pour aujourd'hui.

Amicalement,
Paul

Student text, *La voix des jeunes I, I. La confusion*, page 61 (10 marks)

- Simon: Robert! Tu gonfles les ballons.
Robert: Excuse-moi, Simon, mais c'est Annette qui gonfle les ballons. Moi, je vérifie les commandes.
Simon: Bon, d'accord. Mais où est Annette?
- Simon: Joseph! Tu apportes les plateaux aux enfants.
Joseph: Excuse-moi, Simon, mais c'est Mimi qui apporte les plateaux aux enfants. Moi, j'apporte le gâteau à la table.
Simon: Bon, d'accord. Mais où est Mimi?
- Simon: Elisabeth! Tu chantes « Bon anniversaire. »
Elisabeth: Excuse-moi, Simon, mais ce sont André et Francis qui chantent « Bon anniversaire. » Moi, je donne des bonbons aux enfants.
Simon: Bon, d'accord. Mais où sont André et Francis?

4. Simon: Luat! Tu ramasses les déchets.
 Luat: Excuse-moi, Simon, mais ce sont Barbara et David qui ramassent les déchets. Moi, je travaille à la caisse.
 Simon: Bon, d'accord. Mais où sont Barbara et David?
5. Simon: Véronique! Tu organises les activités.
 Véronique: Excuse-moi, Simon, mais c'est Pauline qui organise les activités. Moi, je cherche les bougies.
 Simon: Bon, d'accord. Mais où est Pauline?

D. Personalized exercise (5 marks)

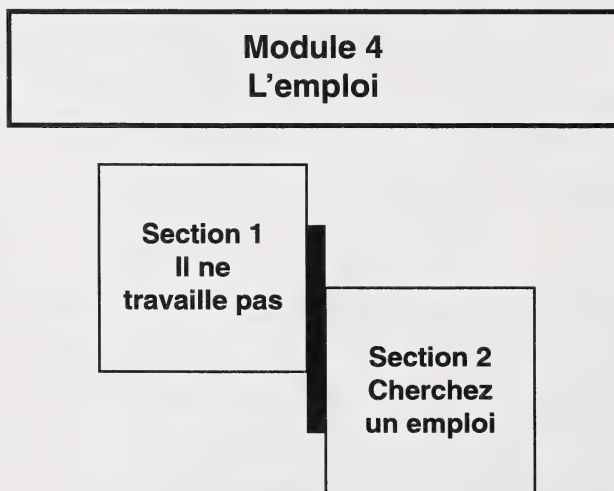
Both assignments should illustrate vocabulary and concepts relating to employment that were covered in this module.

Module 4: L'emploi

Overview

This module continues the theme of **work**, but there is more emphasis on finding a job. Students will look at job application forms, auditions for a part with a theatre, and job interviews. You could do some of these through role playing. There are also opportunities for group discussions: How important is it to get along well with your coworkers? What things are important on a job application form and in a job interview?

There will be examples of using the telephone. This could be expanded through role playing if there is a group of students taking French 10. Students will practise using the negative with *ne...pas*. They will practise requesting help and offering help to others. They will describe people and their interests. They will even take a survey of interests and activities as part of Module 4.



Evaluation

The mark in this module is based on two section assignments. Much of each assignment is completed in the workbook at intervals throughout the section. The assignment breakdown is as follows:

Section 1 Assignment	100 marks
Section 2 Assignment	100 marks
TOTAL	200 marks

Key Concepts in Module 4

Section 1

- asking questions with *est-ce que?*
- guessing game *quel est mon métier?*
- asking questions with *n'est-ce pas?*
- practising negation: *ne...pas*

Section 2

- expressions of time
- using *qu'est-ce que c'est?*
- job interviews
- apologizing
- filling out application forms
- conducting surveys

Section 1 Assignment Answer Key (100 marks)

A. Listening exercise (14 marks)

Workbook, *Exercice d'écoute H*, page 44 (14 marks)

	A	B
2.	?	oui
3.	?	oui
4.	.	oui
5.	.	non
6.	?	oui
7.	.	oui
8.	?	oui

B. Writing exercises (41 marks)

Workbook, *Exercice écrit 11*, page 59 (9 marks)

	Oui	Non
1.		✓
2.	✓	
3.	✓	
4.		✓
5.	✓	
6.		✓
7.	✓	
8.		✓
9.		✓
10.	✓	

Workbook, Exercice écrit 12, page 60 (6 marks)

Wording may vary in these sentences and the activities may be in any order.

1. Il ne joue pas aux cartes, il n'aime pas les sports, et il n'écoute pas la radio.
2. Elle ne donne pas les leçons de natation du matin, elle ne joue pas au tennis, et elle ne parle pas beaucoup au téléphone.

Workbook, Exercice écrit 13, page 61 (18 marks)

Wording may vary, but the content should be the same.

2. Est-ce que Joe Thompson est là?
Non, je regrette. Il n'est pas là; il arrive à 8 h 30.
3. Est-ce que John et Michael Forster sont là?
Non, je regrette. Ils ne sont pas là; ils arrivent à 1 h 45.
4. Est-ce que Marlana et Erica Aikens sont là?
Non, je regrette. Elles ne sont pas là; elles arrivent à 10 h 15.
5. Est-ce que Stewart Chandler est là?
Non, je regrette. Il n'est pas là; il arrive à 9 h.
6. Est-ce que Denise et Gary Lowe sont là?
Non, je regrette. Ils ne sont pas là; ils arrivent à midi.
7. Est-ce que Julie Gauthier est là?
Non, je regrette. Elle n'est pas là; elle arrive à 3 h 40.

Workbook, Exercice écrit 14, page 62 (8 marks)

Answers may vary slightly, but must make sense.

- | | |
|--|---|
| 1. Elle n'écoute pas bien. (exemple)
Elle ne parle pas assez fort.
Elle n'est pas très sportive. | 3. Ils ne travaillent pas beaucoup. (exemple)
Ils ne jouent pas bien de la guitare.
Ils n'étudient pas assez. |
| 2. Il ne chante pas bien.
Il n'est pas très sportif. | 4. Elles ne dansent pas bien.
Elles ne sont pas à l'aise. |

C. Oral exercises (26 marks)**Workbook, Exercice écrit 21, page 69 (16 marks)**

These are the sentences the student will have recorded.

Faites le plein, s'il vous plaît. (exemple)
Super, s'il vous plaît.
Et vérifiez l'huile aussi.
Et mettez de l'eau dans le radiateur.
Et vérifiez la pression des pneus.
Et nettoyez le pare-brise, s'il vous plaît.
Dépêchez-vous, je suis pressé!
25 \$? C'est du vol!

Student text, *La voix des jeunes II, C. Quel talent!*, page 71 (10 marks)

M. Supertalent: Eh bien, prenons Hélène Bouchard, par exemple. À ton avis, est-ce qu'elle chante bien?

Son assistant: Ah non, elle ne chante pas bien.

M. Supertalent: C'est dommage, parce qu'elle est tellement enthousiaste.

M. Supertalent: Eh bien, prenons Serge Gauthier et Marianne La Plante, par exemple. À ton avis, est-ce qu'ils dansent bien ensemble?

Son assistant: Ah non, ils ne dansent pas bien ensemble.

M. Supertalent: C'est dommage, parce qu'ils sont tellement énergiques.

D. Personalized exercise (19 marks)

Students were to complete **one** of the following:

1. The conversation may be set up in comic strip style or in vertical dialogue style. Students should have chosen pictures from magazines and created dialogue appropriate to the pictures. At least six French sentences should be present in the conversation.
2. This is an oral reading of *Situation 1: À la banque* from pages 76 and 77 of the text.

Elisabeth: Bonjour, monsieur.

Le caissier: Bonjour, mademoiselle.

Elisabeth: Je veux retirer quarante dollars de mon compte, s'il vous plaît.

Le caissier: Très bien, mademoiselle.

Elisabeth: Ah non! Euh...attendez! Je veux cinquante dollars, s'il vous plaît.

Le caissier: Très bien, mademoiselle. Mademoiselle, je regrette, mais il y a seulement 2,12 \$ dans votre compte.

Elisabeth: 2,12 \$? Pas possible!

.

Bonjour, madame. Je veux faire un emprunt.

Section 2 Assignment Answer Key (100 marks)**A. Listening exercise (7 marks)**

Workbook, *Exercice d'écoute J*, page 46 (7 marks)

	Nicole	Brian
1.	+ 2	+ 2
2.	+ 2	- 2
3.	- 2	+ 2
4.	- 2	- 2
5.	- 2	+ 2
6.	+ 2	- 2
7.	+ 2	- 2
Total	+ 2	- 2

Qui a l'emploi? Nicole.

B. Writing exercises (47 marks)**Workbook, Exercice écrit 15, page 63 (11 marks)**

Answers on this questionnaire will vary.

Workbook, Exercice écrit 16, page 64 (10 marks)

- | | |
|---|---|
| <p>2. Est-ce que tu cherches un emploi?
Non, je n'aime pas travailler.</p> <p>3. Est-ce que tu donnes des leçons de chant?
Non, je n'enseigne pas en ce moment.</p> <p>4. Est-ce que tu nages bien?
Non, je ne suis pas très sportif.</p> | <p>5. Est-ce que tu manges des mets chinois?
Non, je n'aime pas le riz.</p> <p>6. Est-ce que tu étudies dans la bibliothèque?
Non, je n'étudie pas à l'école.</p> |
|---|---|

Workbook, Exercice écrit 22, pages 70 and 71 (8 marks)

1. The student may use the data provided, or may provide other data, but the form should be filled out correctly.

DEMANDE D'EMPLOI		Chez Paul
Nom	<div style="display: flex; justify-content: space-between;"> Legault nom de famille Véronique prénom(s) </div>	
Adresse	<div style="display: flex; justify-content: space-between;"> 492 rue Queen numéro et rue ville </div>	
Numéro de téléphone	576-1965	
Date de naissance	13 octobre (for the year, subtract 15 from present)	
Numéro d'assurance sociale	598 447 106	
Degré d'études	9e (à l'école secondaire de Bowmanville)	
Expérience	---	
Jours de disponibilité	samedi et dimanche	

Workbook, Exercice écrit 17, page 65 (5 marks)

- | | |
|---|--|
| <p>3. Non, ce n'est pas un supermarché. C'est un restaurant.</p> <p>4. Oui, c'est un parc.</p> <p>5. Non, ce n'est pas une école. C'est une banque.</p> | <p>6. Oui, c'est une pizzeria.</p> <p>7. Non, ce n'est pas un hôtel. C'est un hôpital.</p> |
|---|--|

Workbook, Exercice écrit 18, page 66 (7 marks)

- | | |
|--|---|
| <p>2. Où est-ce que Marc enseigne le soccer? (d)</p> <p>3. Où est-ce que tu places les gens? (h)</p> <p>4. Où est-ce que les élèves jouent au ballon-panier? (a)</p> <p>5. Où est-ce que Paul travaille à la caisse? (f)</p> | <p>6. Où est-ce que tu regardes la télé? (b)</p> <p>7. Où est-ce que Marianne et Serge étudient? (e)</p> <p>8. Où est-ce que Lise classe des lettres? (c)</p> |
|--|---|

Student text, Situation 3, D, page 87 (6 marks)

This will be a written dialogue, in the student's own words, of an *entrevue d'emploi*. It should contain appropriate interview questions and answers.

C. Oral exercises (28 marks)**Student text, Situation 3, C, page 87 (14 marks)**

1. Tu prépares les hamburgers chez toi?
Oui, toujours. Ma famille aime les hamburgers.
2. Tu aides tes parents à préparer les repas?
Bien sûr, j'aime préparer les repas.
3. Est-ce que tu aimes manger au restaurant?
Oui, surtout chez McDonald's.
4. Est-ce que tu es disponible le vendredi soir?
Oui, mais je préfère travailler le samedi.
5. Tes parents travaillent?
Oui, ma mère travaille dans un bureau et mon père travaille dans un magasin.
6. Tes parents parlent français et anglais?
Le français, oui, très bien, mais l'anglais, seulement un peu.
7. Tes amis travaillent chez McDonald's?
Non, ils travaillent chez Eaton, chez Steinberg, etc.

Student text, Situation 3, D, page 87 (14 marks)

This will be a spoken dialogue, in the student's own words, of the interview questions and answers submitted for the writing exercises portion of this assignment.

D. Personalized exercise (18 marks)

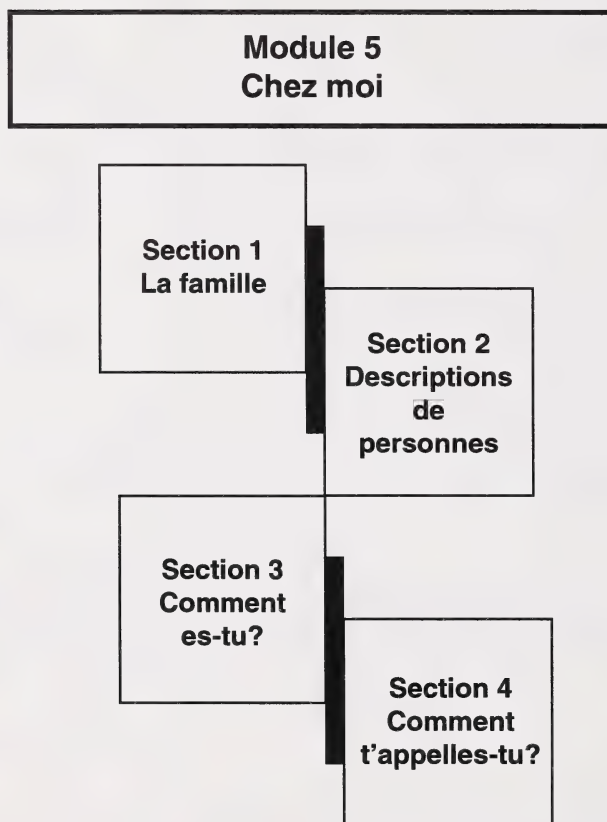
This will be the survey results from page 89 of the text and the survey form in the student module booklet. There are eleven questions, plus the student's observations. The student's results should show the percentages for boys' and girls' answers for each question, followed by the student's comments about each case where there is a 30% difference between girls' and boys' answers.

Module 5: Chez moi

Overview

The communicative approach stresses the importance of keeping the content of the course relevant to the needs and interests of the students, and of progressing from the familiar to the unfamiliar and from the concrete to the abstract. Module 5 deals with another theme that is very close to students: family, friends, and themselves. It also recognizes that marriage, divorce, death, and remarriage alter the structure and relationships within families. You may wish to use these opportunities for classroom discussion in French. Have the students describe their own families and talk about them. Later in the module, students should be expected to give more detailed descriptions of themselves, friends, and family members.

Modules 5, 6, and 7 are twice as long as the previous modules, so they will require more time.



Evaluation

The mark in this module is based on four section assignments. Much of each assignment is completed in the *Cahier d'activités* at intervals throughout the section. The mark distribution is as follows:

Section 1 Assignment	100 marks
Section 2 Assignment	100 marks
Section 3 Assignment	100 marks
Section 4 Assignment	100 marks
TOTAL	400 marks

Key Concepts in Module 5

Section 1

- family relationships
- driving a car
- describing people

Section 2

- irregular adjectives: *bel/nouvel/vieil*
- adjective agreement
- negation
- habits and physical traits

Section 3

- use of *tu* or *vous*
- plural of verbs
- psychological traits
- taking and leaving messages
- household tasks
- self-analysis

Section 4

- a review of all possessive adjectives
- the imperative – giving orders
- describing people
- advertising
- using *comment* and *pourquoi*
- expressions that use *avoir*
- height and weight
- thoughts and opinions

Section 1 Assignment Answer Key (100 marks)

A. Listening exercise (28 marks)

Workbook, *Exercice d'écoute A*, page 73 (28 marks)

2. elle a un oncle amusant
3. elle a des soeurs charmantes

4. il a des neveux embêtants
5. il a une belle-mère très distinguée
6. elle a une belle-soeur réservée
7. il a des beaux-frères très polis
8. elle a des cousins méchants

B. Writing exercise (20 marks)

Workbook, *Exercice écrit 2*, pages 88 and 89 (20 marks)

2. Pierre a des cousins polis.
3. Pierre a des tantes élégantes.
4. Pierre a un beau-frère réservé.
5. Suzanne a des oncles distingués.
6. Pierre a une belle-soeur méchante.

C. Oral exercise (52 marks)

Workbook, *Exercice écrit 4*, page 91 (52 marks)

Chère Valérie,

Voici une photo de mes amis à l'école. Regarde Dave et Brian. Ils jouent au base-ball et au tennis. Ils sont très sportifs. Et mon amie, Diane, est très curieuse : elle s'intéresse aux affaires de tout le monde. Lundi, Michelle et Anne commencent leurs emplois à temps partiel. C'est pourquoi elles sont heureuses. Et Roger, lui, étudie chaque soir. Il est sérieux.

Et voici une photo de ma famille. Regarde mes parents. Maman fait tout pour nous: elle est très gentille. Mon père est très gentil aussi. Regarde...il donne les clefs de la voiture à mon frère.

À bientôt
Catherine

Section 2 Assignment Answer Key (100 marks)

A. Listening exercise (54 marks)

Workbook, *Exercice d'écoute F*, page 80 (54 marks)

- | | |
|---------------------------------|----------------------------------|
| 2. Elle a de grosses mains. | 9. J'ai de beaux cheveux blonds. |
| 3. Il a de petits pieds. | 10. Elle a de belles dents. |
| 4. J'ai de petites épaules. | 11. Il a de petites oreilles. |
| 5. Elle a de jolies lèvres. | 12. Elle a de jolis yeux bleus. |
| 6. J'ai de gros bras. | 13. J'ai de petits bras. |
| 7. Elle a de grands yeux bruns. | 14. Il a de grandes jambes. |
| 8. Il a de gros muscles. | |

B. Writing exercise (20 marks)

Workbook, *Exercice écrit 7*, pages 94 and 95 (20 marks)

Answers will vary. Students will fill in a description of a part of their body and make up a name for the product they use. The body parts will be as listed here.

2. Maintenant,...j'ai de belles dents.
3. Maintenant,...j'ai de gros muscles.
4. Maintenant,...j'ai de beaux cheveux.
5. Maintenant,...j'ai de beaux cheveux.
6. Maintenant,...j'ai de petits pieds.

C. Personalized exercise (26 marks)

Student text, *Situation 1, D*, page 119 (26 marks)

This will be a dialogue, created by the student, between a driving instructor and a student during the first driving lesson.

Section 3 Assignment Answer Key (100 marks)**A. Listening exercise (36 marks)**

Workbook, *Exercice d'écoute 1*, page 84 (36 marks)

J	E	L	A	I
	✓	✓	✓	✓
✓		✓		✓
✓			✓	✓
✓	✓	✓	✓	✓
✓	✓			✓

B. Writing exercise (16 marks)

Workbook, *Exercice écrit 10*, page 98 (16 marks)

The sentences within each group may be in any order.

- I. 3. Vous ne jouez pas aux jeux vidéo.
4. Vous enseignez la natation.
5. Vous ramassez les déchets.

- II. 1. Nous ne regardons pas les téléromans.
 2. Nous ne jouons pas au ballon-panier.
 3. Nous gardons les enfants.
 4. Nous préparons les pizzas.
 5. Nous étudions.

C. Personalized exercise (48 marks)

Student text, *Situation 2, C*, page 123 (48 marks)

Students are to describe themselves in a well-written paragraph. They were given these instructions. Look at yourself in a mirror. In French, talk about your features: eyes, nose, mouth, ears, and hair. List at least three adjectives describing your personality.

Section 4 Assignment Answer Key (100 marks)

A. Listening exercise (16 marks)

Workbook, *Exercice d'écoute K*, page 85 (16 marks)

- | | | | |
|--------|--------|--------|--------|
| 2. oui | 4. non | 6. non | 8. oui |
| 3. oui | 5. non | 7. non | 9. non |

B. Writing exercise (16 marks)

Workbook, *Exercice écrit 13*, page 101 (16 marks)

Ignore the numbers provided in the workbook. Six numbers are given, but there are only five pictures; so refer to the pictures as 1 to 5.

2. Pourquoi est-ce que j'ai des problèmes à l'école?
Tu n'étudies pas.
3. Comment est-ce que tu invites une fille à danser?
Je lui demande: « Tu veux danser? »
4. Comment est-ce que je prépare la pizza?
Tu utilises de la sauce aux tomates, du pepperoni, et du fromage.
5. Pourquoi est-ce que tu es heureux?
J'ai le numéro gagnant à la loterie.

C. Oral exercise (24 marks)

Student text, *La voix des jeunes II, G. Ligne ouverte*, page 115 (24 marks)

Students will make up at least eight questions for Mario's father by combining elements from the three columns.

D. Personalized exercise (44 marks)

Student text, *Interaction, B*, page 131 (44 marks: 14 for the collage; 30 for the paragraph)

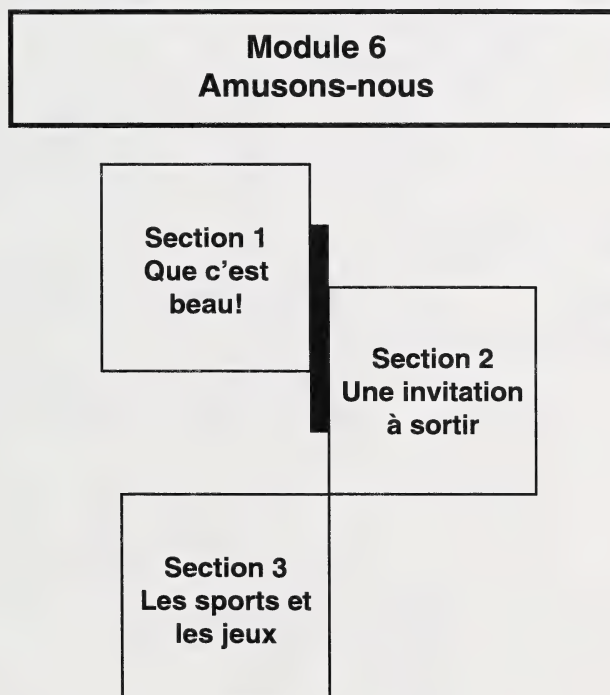
This will consist of a collage showing their likes and dislikes and description of self, plus a brief paragraph about the collage.

Module 6: Amusons-nous

Overview

Here is a chance to explore what your students enjoy. What are their favourite pastimes? Of course, different people enjoy different things, so there are lots of choices possible.

Module 6 provides many springboards for classroom discussions in French. It looks at some common interests such as sports and clothing. Encourage the students to talk about what they are going to do this weekend. Get them to talk about what they like to eat. Module 6 includes an interview with a celebrity and a chat with a friend on the phone. All of these could be explored through role-playing, or through genuine conversations between students or between students and the teacher on points of interest. The module is entitled *Amusons-nous*, so try to make it fun as much as possible.



Evaluation

The mark in this module is based on three section assignments. Much of each assignment is completed in the *Cahier d'activités* at intervals throughout the section. The mark distribution is as follows:

Section 1 Assignment	100 marks
Section 2 Assignment	100 marks
Section 3 Assignment	100 marks
TOTAL	300 marks

Key Concepts in Module 6

Section 1

- activities
- time expressions: *tantôt/ce soir/...*
- reflexive verbs (pronominal verbs)
- review responsibilities of workers
- personal care and grooming
- clothing
- ordinal numbers
- an interview
- *aller*
- near future
- interviews
- colours/patterns/styles
- subject pronouns/reflexive pronouns

Section 2

- foods
- *vouloir*
- partitive articles
- *pas de*
- asking for a date
- quantity words

Section 3

- *faire*
- using the telephone
- *faire* + activities
- *faire/jouer* + sports
- *quel*
- food
- buying clothing
- the Zodiac (optional)
- expressions using *ça*
- developing questioning skills
- analysing newspaper articles

Section 1 Assignment Answer Key (100 marks)

A. Listening exercise (28 marks)

Workbook, *Exercice d'écoute E*, page 110 (28 marks)

- e, l.
 - n, o.
 - c, j.
 - i, d.
 - b, p.
 - k, g.
 - m, h.
- Silence, tout le monde. On va commencer. Roger, toi, tu vas porter le jean et la chemise à carreaux.
 - Carole et Nathalie, vous, vous allez porter les robes blanches et les souliers noirs.
 - Neelam, toi et moi, nous allons porter les espadrilles à pois et les chaussettes blanches.
 - Ginette, toi, tu vas porter le short et le T-shirt à rayures.
 - Richard, toi, tu vas porter le chandail noir et le pantalon à carreaux.
 - Thérèse, toi, tu vas porter le maillot à pois et le chapeau.
 - Moi, je vais porter la jupe et le chemisier blanc.
 - Jean et Robert, vous, vous allez porter les pulls et les pantalons noirs.

B. Writing exercises (30 marks)

Workbook, *Exercice écrit 2*, page 121 (18 marks)

Accept singular forms for *course*, *compétition*, *concours*, *match*, *épreuve*, *tournoi*.

- ...elles vont...au match de base-ball.
- ...il va...à la compétition de planche à voile.
- ...elle va...aux courses d'automobiles.
- ...ils vont...aux compétitions d'haltérophilie.

6. ...elles) vont aux épreuves d'athlétisme.
7. ...elle) va aux matchs de lutte.

Workbook, Exercice écrit 6, page 125 (12 marks)

3. Est-ce que vous allez acheter un chapeau blanc (ou gris) comme celui-là? C'est chic, non?
4. Non Anita, tu ne vas pas porter des bottes noires comme celles-là. Point final.
5. Tiens! Je vais porter une robe à pois comme celle-là à la danse vendredi soir.
6. Tu vas porter un chemisier (ou une chemise, ou une blouse) comme celui-là en fin de semaine, Anne?
7. Mais voyons...nous n'allons pas acheter un short à pois.
8. Que c'est joli! Je vais essayer un maillot à rayures.

C. Oral exercises (42 marks)

Student text, *La voix des jeunes 1, D. Soirée d'Halloween*, pages 140 and 141 (42 marks)

Students were to record four dialogues. Accept anything reasonable in place of the ellipses.




























1. Richard est vraiment comique, n'est-ce pas?
 Oui. J'aime surtout le manteau et les souliers....
 Imagine! Il va porter ce costume au supermarché demain.
 C'est pas vrai! Il va...comme ça?
2. Thérèse est vraiment comique, n'est-ce pas?
 Oui. J'aime surtout le complet et la ceinture....
 Imagine! Elle va porter ce costume à la boulangerie demain.
 C'est pas vrai! Elle va...comme ça?
3. Jason et Claudine sont vraiment comiques, n'est-ce pas?
 Oui. J'aime surtout les espadrilles et les chaussettes....
 Imagine! Ils vont porter ces costumes à la station-service demain.
 C'est pas vrai! Ils vont...comme ça?
4. Mario et Luat sont vraiment comiques, n'est-ce pas?
 Oui. J'aime surtout le gilet de ski et le foulard....
 Imagine! Ils vont porter ces costumes au restaurant demain.
 C'est pas vrai! Ils vont...comme ça?

Section 2 Assignment Answer Key (100 marks)

A. Listening exercise (32 marks)

Workbook, *Exercice d'écoute G*, page 112 (32 marks)

The students' reactions to the foods will vary.

1.	<input checked="" type="radio"/> il veut	elle veut			
2.	ils veulent	<input checked="" type="radio"/> elles veulent			
3.	<input checked="" type="radio"/> il veut	elles veulent			
4.	<input checked="" type="radio"/> ils veulent	elle veut			
5.	il veut	<input checked="" type="radio"/> elle veut			
6.	<input checked="" type="radio"/> ils veulent	elles veulent			
7.	il veut	<input checked="" type="radio"/> elles veulent			
8.	<input checked="" type="radio"/> il veut	elle veut			
9.	ils veulent	<input checked="" type="radio"/> elle veut			

B. Writing exercises (43 marks)

Workbook, *Exercice écrit 8*, page 127 (27 marks)

2. Ils veulent des oeufs.
3. Elle veut du chou-fleur.
4. Ils veulent de la soupe.

5. Elles veulent des épinards.
6. Il veut du poulet (ou de la dinde).
7. Ils veulent du maïs.
8. Il/Elle veut de l'oignon.
9. Elles veulent un hamburger/hot dog/sandwich.
10. Il veut des petits pois.

Workbook, Exercice écrit 11, page 130 (16 marks)

3. Il ne veut pas de salade.
4. Vous ne voulez pas de cerises.
5. Tu ne veux pas de raisins.
6. Elles ne veulent pas d'arachides.
7. Elle ne veut pas de pêches.
8. Je ne veux pas d'asperges.
9. Ils ne veulent pas de brocoli.
10. Nous ne voulons pas de croustilles.

C. Oral exercise (25 marks)

Student text, Situation 1, B, page 163 (25 marks)

The student will record any **five** of the following exchanges.

1. Quel est votre album favori?
(d) Mon album favori? C'est mon dernier album *Le moi indépendant*.
2. Quelle est votre chanson favorite?
(h) Ma chanson favorite? Hum...c'est ma nouvelle chanson « Ma vie à moi. »
3. Quelle sorte de musique est-ce que vous préférez?
(j) J'aime toutes sortes de musique...le reggae, le jazz, le rock.
4. De quels instruments est-ce que vous jouez?
(a) De la guitare, du piano et de la batterie.
5. Quelles tournées est-ce que vous allez faire l'année prochaine?
(i) Je ne suis pas certain...une tournée en Europe, peut-être.
6. Combien d'argent est-ce que vous gagnez pour un concert?
(g) Ça dépend du concert. Mais c'est toujours beaucoup d'argent.
7. Est-ce que vous avez une petite amie?
(c) Non, pas d'amie spéciale. Toutes les filles sont spéciales, n'est-ce pas?
8. Est-ce que vous aimez regarder vos vidéos?
(f) Bien sûr! Je suis photogénique, n'est-ce pas?
9. Est-ce que vous composez toute votre musique?
(e) Mais naturellement! Pour moi, c'est très facile de composer des chansons!
10. Est-ce que vous aimez être populaire?
(b) Être populaire, c'est fantastique...mais c'est dangereux aussi, n'est-ce pas?

Section 3 Assignment Answer Key (100 marks)

A. Listening exercise (22 marks)

Workbook, *Exercice d'écoute M*, page 118 (22 marks)

2. b
3. b
4. a
5. b
6. b
7. a
8. b
9. a
10. a
11. b
12. a

B. Writing exercise (21 marks)

Workbook, *Exercice écrit 17*, page 137 (21 marks)

Answers will vary. Some typical answers follow.

2. Quelle est ta date de naissance?
3. Quelle est ton adresse?
4. Quel est ton code postal?
5. Quel est ton numéro de téléphone?
6. Quels sont tes sports préférés?
7. Quels sont tes jours et tes heures préférés?
8. Quel est ton numéro d'assurance maladie?

C. Personalized exercise (57 marks)

Student text, *Coin de lecture, C. À ton tour*, page 173 (57 marks)

Students will prepare four sections for a newspaper: *Babillard (un message personnel)*, *Activités (renseignements sur une activité)*, *Prof/Élève mystère (une divinette)*, *Petites annonces (articles à vendre)*.

Module 7: Bon voyage!

Overview

Most people like to travel, and this is probably true of your students. The theme is especially timely if the students are completing Module 7 just before the Christmas or summer vacation. In this module, your students will learn about interesting places to visit in Canada and the United States. They will learn to describe a trip, talk about the weather, make travel reservations, and order a meal in a restaurant. These situations provide realistic contexts for oral activities in the classroom or group.

Module 7 Bon voyage!

**Section 1
Des vacances
au Canada**

**Section 2
Le transport**

**Section 3
À l'hôtel**

**Section 4
Visitez le
Canada**

Evaluation

The mark in this module is based on four section assignments. Much of each assignment is completed in the workbook at intervals throughout the section. The mark distribution is as follows:

Section 1 Assignment	100 marks
Section 2 Assignment	100 marks
Section 3 Assignment	100 marks
Section 4 Assignment	100 marks
TOTAL	400 marks

Key Concepts in Module 7

Modules 1 and 2 review and expand the **school** theme from previous years. Specific concepts covered in the sections are presented here.

Section 1

- using maps: the provinces and capitals
- weather expressions
- writing postcards
- making flight reservations
- weather maps

Section 2

- forms of transportation
- passé composé of *travailler*
- making appointments/reservations
- *ce/cet/cette/ces*

Section 3

- talking about travel
- reserving a hotel room
- staying in hotels/motels

Section 4

- the indefinite pronoun *on*
- ordering in a restaurant
- writing a commercial
- making a promotional package for tourists
- giving and receiving directions

Section 1 Assignment Answer Key (100 marks)

A. Listening exercise (22 marks)

Workbook, *Exercice d'écoute A*, page 142 (22 marks)

	À	Au	En	Dans	
1. Il est allé (exemple)		✓			Québec
2. Elles sont allées			✓		Ontario
3. Elle est allée		✓			Manitoba
4. Ils sont allés		✓			Nouveau-Brunswick
5. Ils sont allés			✓		Nouvelle-Écosse
6. Elle est allée	✓				l'Île-du-Prince-Édouard
7. Il est allé		✓			Yukon
8. Ils sont allés			✓		Saskatchewan
9. Elle est allée			✓		Alberta
10. Ils sont allés			✓		Colombie-Britannique
11. Il est allé				✓	les territoires du Nord-Ouest
12. Ils sont allés	✓				Terre-Neuve

B. Writing exercise (20 marks)

Workbook, Exercice écrit 3, page 154

<p>Au directeur:</p> <p><u>M. Javard n'est pas</u> <u>ici. Il est allé</u> <u>en Colombie-</u> <u>Britannique.</u></p>	<p>Au directeur:</p> <p><u>Mme Ringuet n'est</u> <u>pas ici. Elle est allée à</u> <u>l'Île-du-Prince-Édouard.</u></p>	<p>Au directeur:</p> <p><u>M. Bourget et</u> <u>M. Côté ne sont pas</u> <u>ici. Ils sont allés</u> <u>au Manitoba.</u></p>
<p>Au directeur:</p> <p><u>Mlle Lachance et</u> <u>Mme Houlet ne sont</u> <u>pas ici. Elles sont allées</u> <u>en Alberta.</u></p>	<p>Au directeur:</p> <p><u>M. Racine et</u> <u>Mlle Moreau ne</u> <u>sont pas ici. Ils sont</u> <u>allés à Terre-Neuve.</u></p>	<p>Au directeur:</p> <p><u>Mlle Potvin n'est</u> <u>pas ici. Elle est allée dans</u> <u>les Territoires du Nord-Ouest.</u></p>

C. Personalized exercises (58 marks)

Students are to submit any two postcards, either drawn or real. The students should include logical messages in French about the trip and location to a friend or family member. (20 marks)

Students are to submit an original written or recorded dialogue between the student and a ticket agent, where the student makes reservations for tickets to Vancouver for a ten-day visit to attend a cousin's marriage. (38 marks)

Section 2 Assignment Answer Key (100 marks)**A. Listening exercise (36 marks)**

Workbook, Exercice d'écoute E, page 146 (36 marks)

Travaillé was pronounced *traveillé* by the speakers.

- | | |
|------------------------|--|
| 2. elle a travaillé | à pied |
| 3. ils ont travaillé | en avion |
| 4. elles ont travaillé | en auto, ou à motocyclette, ou en bateau |
| 5. elle a travaillé | en auto, ou en autobus |
| 6. il a travaillé | à bicyclette |
| 7. ils ont travaillé | à motocyclette |
| 8. elles ont travaillé | en calèche, ou à cheval |
| 9. elle a travaillé | en train |
| 10. il a travaillé | à cheval |

B. Writing exercise (28 marks)

Workbook, *Exercice écrit 8*, page 160 (28 marks)

Free response. Answers for 3 to 6 will vary, but should resemble the examples given in the workbook.

C. Oral exercise (36 marks)

Student text, *Situation 1, C*, page 199 (36 marks)

These are the twenty sentences the student should have recorded.

1. Voulez-vous voyager le matin, l'après-midi, ou le soir?
Le matin, s'il vous plaît.
2. À quelle heure voulez-vous partir?
Vers 7 h.
3. C'est pour combien de personnes?
Pour une personne.
4. C'est pour un adulte, un enfant ou une personne âgée 60 ans ou plus?
Une personne de 65 ans.
5. Voulez-vous un billet aller et retour?
Non, un billet simple, s'il vous plaît.
6. Voulez-vous voyager en première classe ou en classe économique?
En première classe, s'il vous plaît.
7. Quel est votre nom de famille et votre prénom?
C'est Leduc, Anne.
8. Est-ce que vous payez comptant, avec une carte de crédit, ou par chèque?
Avec une carte de crédit.
9. Quelle sorte de carte de crédit avez-vous?
Mastercard™.
10. Quel est le numéro de la carte?
C'est 5789 4397 5539 3750.

Section 3 Assignment Answer Key (100 marks)

A. Writing exercise (20 marks)

Workbook, *Exercice écrit 11*, page 163 (20 marks)

Responsabilités		Résultats
1. Georges	<i>une pizza</i>	<i>Il a fait cette pizza.</i>
2. Jennifer	<i>des sandwichs</i>	<i>Elle a fait ces sandwichs.</i>
3. Tom et David	<i>un gâteau</i>	<i>Ils ont fait ce gâteau.</i>
4. Jeanne et Marie	<i>les invitations</i>	<i>Elles ont fait ces invitations.</i>
5. Nicole et Jack	<i>les décorations</i>	<i>Ils ont fait ces décorations.</i>
6. Jason	<i>les réservations</i>	<i>Il a fait ces réservations.</i>

B. Oral exercise (44 marks)

Student text, *Situation 2, A*, page 204 (44 marks)

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. C'est pour quand?
Pour le 5 mai. 2. Quel est le prix d'une chambre pour deux personnes?
Ça dépend. Elles sont de 90 \$ à 158 \$. 3. C'est pour combien de nuits?
Pour trois nuits. 4. Quelle est l'heure de départ?
Midi. 5. À combien de minutes est l'hôtel de la gare?
À 20 minutes de la gare. 6. Est-ce qu'il y a une piscine à l'intérieur?
Non, la piscine est à l'extérieur. | <ol style="list-style-type: none"> 7. Est-ce qu'il y a une salle d'exercices?
Mais oui. On a tout l'équipement nécessaire, c'est-à-dire, une série de poids, un appareil grimpeur et des matelas d'acrobatie. 8. À quelle heure est-ce que vous pensez arriver?
Vers 5 h de l'après-midi. 9. À quel étage est la chambre?
Au dixième étage. 10. Est-ce qu'il y a des divertissements dans l'hôtel?
Mais naturellement. On a une discothèque et des boutiques. 11. Est-ce que l'hôtel est à proximité des magasins?
Oui. Il y a un centre commercial au fond de la rue. |
|--|---|

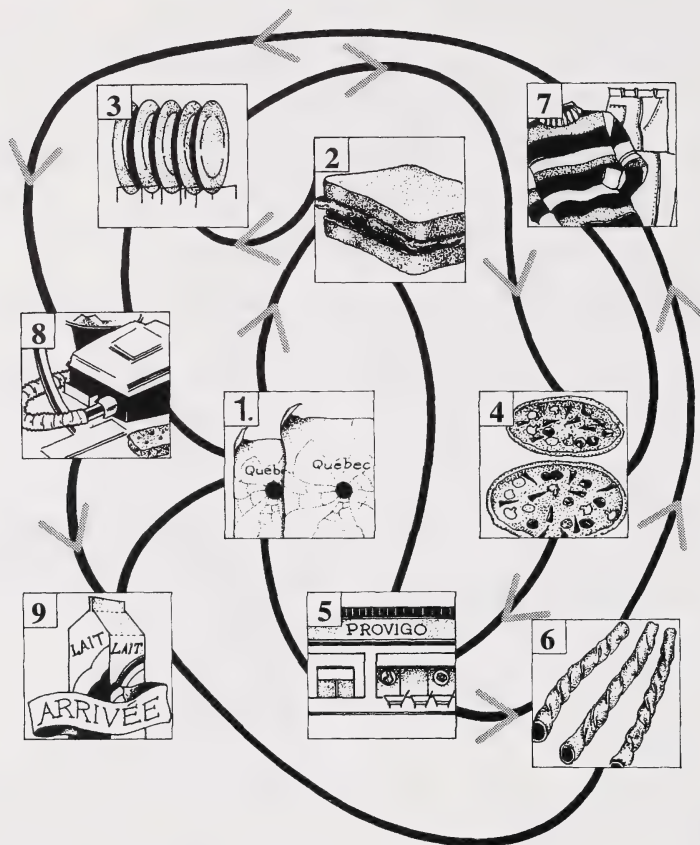
C. Personalized exercise (25 marks)

The student's letter should follow the basic format from page 166 of the workbook. For full marks, there must be six questions about the hotel and the surrounding area. Grade it on accuracy and effort. The content should be loosely based on page 166 of the workbook.

Section 4 Assignment Answer Key (100 marks)

A. Listening exercise (16 marks)

Workbook, *Exercice d'écoute I*, page 150



B. Writing exercise (34 marks)

Student text, *La voix des jeunes II, D. À ton tour*, page 195

The student's paragraph should follow the pattern given in the bubble on page 195 of the text.

C. Personalized exercise (27 marks)

Student text, *Interaction*, page 214

Students prepare an information package in French for their area. It includes the following items:

- | | |
|----------------------------------|---|
| a. map | c. list of restaurants and lodgings |
| b. brochure of local attractions | d. a design for a pin representing the student's town or region |

Final Test

Included here is the answer key to the final test and the student's copy of the final test which is designed for photocopying and possible faxing.

Note:

The answer key and student's copy of this final test should be kept secure by the teacher. Students should not have access to this test until it is assigned in a supervised situation. The answers should be stored securely and retained by the teacher at all times.

FRENCH 10

FINAL TEST ANSWER KEY

Students have 2 hours to complete this test. All work is done in **French**. To complete this test they need the **French 10 Final Test** audiocassette, a **blank** audiocassette, and a cassette recorder that is capable of recording on standard audiocassettes.

Note: In keeping with the philosophy of the Program of Studies, the relevant knowledge, skills, and attitudes about communication, culture, language, and general language education have been identified for each question, so that students know what each question is testing. You may want to explain this to your students.

Module 1: L'école (20 marks)

Scenario: Faisons connaissance

The recorded self-introduction must include these details: a greeting, the student's name, age, interests, location of residence, number of family members, their names, and three details about school.

(Give **up to 10 marks** for content and **at least 10 marks** for presentation.)

Module 2: En classe (25 marks)

Scenario: Mon horaire d'école

Part I: Students were to fill in the timetable with their school schedules. If they are not attending school, they were to create a timetable. A sample follows.

PÉRIODE	LUNDI	MARDI	MERCREDI	JEUDI	VENDREDI
2	maths	français	éducation physique	histoire	sciences

(Give **up to 10 marks**, depending on the number of classes and correct spelling.)

Part II: The student was to record a description of the schedule on the blank tape.

(Give **up to 15 marks**, depending on the accuracy and fluency of the presentation.)

Module 3: Au travail (10 marks)

Scenario: Pauvre Vincent

Vincent: Connie garde des enfants.

Thomas: Est-ce que Connie garde des enfants?

Nana: Connie ne garde pas d'enfants.

Vincent: Lise enseigne la natation.

Thomas: Est-ce que Lise enseigne la natation?

Nana: Lise n'enseigne pas la natation.

Vincent: Nous travaillons à la caisse.

Thomas: Est-ce que nous travaillons à la caisse?

Nana: Nous ne travaillons pas à la caisse.

Vincent: Jean place les gens.

Thomas: Est-ce que Jean place les gens?

Nana: Jean ne place pas les gens.

Vincent: Serge et Sylvie étudient.

Thomas: Est-ce que Serge et Sylvie étudient?

Nana: Serge et Sylvie n'étudient pas.

(Give up to 2 marks for each sentence.)

Module 4: L'emploi (10 marks)

Scenario: Une demande d'emploi

Answers will vary with the student's personal information being added to appropriate spaces.

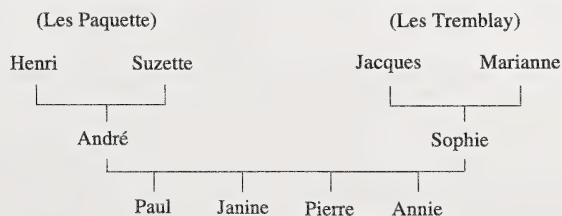
DEMANDE D'EMPLOI	LA TORTIÈRE
Nom: _____	(1/2 mark)
Adresse: _____	(1/2 mark)
Date de naissance: _____	(1 mark)
Téléphone: _____	(1/2 mark)
Numéro d'assurance social: _____	(1/2 mark)
Degré d'études: _____	(1 mark)
Nom de l'école: _____	(1 mark)
Jours de disponibilité: _____	(1 mark)
Heures de disponibilité: _____	(1 mark)
Expérience: (employeurs, pendant combien de temps, responsabilités)	
1. _____	(1 mark)
2. _____	(1 mark)
3. _____	(1 mark)

Module 5: Chez moi (25 marks)

Scénario A: Ma famille

The student was to use the information on the tape to construct a family tree in the space provided. Here is a transcription of the tape.

J'aime beaucoup ma famille. Ma soeur Janine, par exemple, est très gentille. C'est ma soeur, mais c'est aussi une de mes meilleures amies. Mon frère aîné, Paul et moi, nous aimons beaucoup les sports. C'est un bon copain, mais il va à l'université en automne. Ma soeur Annie est la plus petite de la famille. Elle fait sa 8^e année à l'école. Moi, je m'appelle Pierre et je suis le 3^e enfant de la famille. Mes parents s'appellent André et Sophie. Papa a 46 ans et il est prof de biologie. Maman a 44 ans et elle travaille à la maison. Les parents de Maman s'appellent Jacques et Marianne Tremblay. Les parents de Papa s'appellent Henri et Suzette Paquette.



(Give 1 mark for each correct placement of a name. Accept left or right-hand version of the family tree.)

Scénario B: En voiture

Students place French vehicle terms used on the tape next to their English counterparts. Here is the transcription of the taped material.

Eh bien. Prends la **clef** et démarre la voiture. Mets le **clignotant**. Regarde dans le **rétroviseur extérieur** pour vérifier qu'il n'y a pas d'autres voitures qui passent. Maintenant, utilise le **levier de vitesse**, tourne le **volant** vers la gauche, et appuie l'**accélérateur**. Te voilà en chemin! Ah non! Il commence à pleuvoir. Mets les **essuie-glaces**, et le **chauffage** pour nettoyer le **pare-brise**. Et mets les **phares** aussi. **Freine** un peu. Ça va mieux! Ne regarde pas la **montre** et laisse tes lunettes de soleil dans la **boîte à gants**. De temps en temps regarde dans le **rétroviseur** et les **instruments de bord**.

brake	<i>frein</i>	lock	
bumper		outside mirror	<i>rétroviseur extérieur</i>
clock	<i>montre</i>	parking brake	
console		radio	
door		rearview mirror	<i>rétroviseur</i>
fender		seats	
gas pedal	<i>accélérateur</i>	shift lever	<i>levier de vitesse</i>
gauges	<i>instruments de bord</i>	signal	<i>clignotant</i>
glove compartment	<i>boîte à gants</i>	steering wheel	<i>volant</i>
grill		sun visor	
headlights	<i>phares</i>	tail lights	
heater	<i>chauffage</i>	tires	
hood		trunk	
horn		windshield	<i>pare-brise</i>
hubcaps		wipers	<i>essuie-glaces</i>
key	<i>clef (clé)</i>		

(Give **one mark** per correct item.)

Module 6: Amusons-nous (30 marks)*Scénario A: Au magasin*

Students are to describe a sweater they are looking for. They should include details like size, colour, material, style, season, gender, brand, other clothing it should match, and so on.

(Give **5 marks** for details and **5 marks** for presentation.)

Scénario B: Activités préférées

Students are to tell about some of their favourite activities and those of their friends. They should use the verb *aimer* (or *préférer* or *adorer*). (Give **10 marks** for a description of their activities and **10 marks** for correct sentence structure.)

Module 7: Bon voyage! (30 marks)*Scénario A: Réservations d'hôtel*

The student's family is going to Quebec for two weeks. The student will be making hotel reservations by telephone. The student is to write down the questions he or she needs to ask. Here are some possible questions.

Quelle est l'adresse de l'hôtel?

Est-ce que vous avez des chambres libres du 15 juillet au 29 juillet?

C'est combien pour une chambre simple? (le jour/la semaine/les deux semaines)

Une chambre double, c'est combien?

Est-ce que les chambres sont grandes/neuves/propres/claires?

Est-ce qu'il y a bain et douche?

Est-ce qu'il y a un gymnase à l'hôtel?
 Est-ce qu'il y a un bus de l'aéroport à l'hôtel?
 Est-ce que c'est facile de stationner une voiture là?
 Avez-vous une piscine?
 Est-ce qu'il y a un bain tourbillon?
 Il y a combien de canaux à la télévision?
 Est-ce qu'il y a de bons restaurants tout près?
 Est-ce que l'hôtel est près de la vieille (haute) ville/des endroits touristiques?
 Est-ce qu'il y a des magasins près de l'hôtel?
 Avez-vous des danses/concerts à l'hôtel?

(Give **2 marks** for each correct, relevant question to a total of **20 marks**.)

Scénario B: Ah, la publicité!

Students are to create an advertisement inviting tourists to visit their town or locality. The advertisement can be either a poster or a script for a radio "spot." Students are not to do both. The wording used is the important thing. It should clearly and enthusiastically invite people to visit the locality. They can make up some sort of special event or attraction.

(Give up to **10 marks**. If the student does a poster, you may allocate up to **5 marks** for the artwork.)

FRENCH 10

FINAL TEST

GENERAL INSTRUCTIONS

YOU HAVE **TWO HOURS** TO COMPLETE THIS TEST. All your work will be done in French. To complete this test, you will need the **French 10 Final Test** audiotape, a **blank** audiotape, and a cassette recorder that is capable of recording on standard audiotapes.

If you do not have all of these materials, or if they malfunction, contact your supervisor immediately.

TOTAL MARKS: 150

MODULE 1: L'école 20 marks

MODULE 2: En classe 25 marks

MODULE 3: Au travail 10 marks

MODULE 4: L'emploi 10 marks

MODULE 5: Chez moi 25 marks

MODULE 6: Amusons-nous 30 marks

MODULE 7: Bon voyage! 30 marks

Value

MODULE 1: L'ÉCOLE

20

Scenario: *Faisons connaissance*

Your school is being twinned with the Lycée Frédéric Mistral in Alès, France. Along with a photo exchange, there is a tape exchange to introduce the students to their “twins” in the other school.

On the blank cassette, record a self-introduction to French. Include a greeting, and tell who you are, your age, interests, where you live, how many people are in your family, and their names. Then tell three details about your school. If you do not currently attend a school, tell about a previous school or make one up.

Do not rewind the tape.

Skills: Listening/**Speaking**/Reading/Writing

Syllabi: **Communication-Experience/Culture**/Language/General Language Formation

25

MODULE 2: EN CLASSE

(10 marks)

Scenario: *Mon horaire d'école*

Partie I: What is your school schedule like? Fill in the timetable below with your school schedule. Use as much of it as you need. If you are not attending school, create a fictitious timetable.

PÉRIODE	LUNDI	MARDI	MERCREDI	JEUDI	VENDREDI

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

(15 marks) Partie II: Record a description of the timetable on the blank tape. Then rewind the tape.

Skills: Listening/**Speaking**/Reading/**Writing**

Syllabi: **Communication-Experience/Culture**/Language/General Language Formation

10

MODULE 3: AU TRAVAIL

Scenario: Pauvre Vincent

His friends are giving him a really bad time of it. Every time Vincent says something, Thomas questions it and Nana denies it.

Write Thomas's and Nana's versions of Vincent's sentences that follow. In other words, give the interrogative and negative versions of Vincent's sentences.

Vincent: Connie garde des enfants.

Thomas: _____

Nana: _____

Vincent: Lise enseigne la natation.

Thomas: _____

Nana: _____

Vincent: Nous travaillons à la caisse.

Thomas: _____

Nana: _____

Vincent: Jean place les gens.

Thomas: _____

Nana: _____

Vincent: Serge et Sylvie étudient.

Thomas: _____

Nana: _____

Skills: Listening/**Speaking**/Reading/**Writing**

Syllabi: Communication-Experience/Culture/**Language**/General Language Formation

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

10

MODULE 4: L'EMPLOI*Scenario: Une demande d'emploi*

You are looking for a summer job. Fill out this application form.

DEMANDE D'EMPLOI	LA TORTIÈRE
Nom: _____	
Adresse: _____	
Date de naissance: _____	
Téléphone: _____	
Numéro d'assurance social: _____	
Degré d'études: _____	
Nom de l'école: _____	
Jours de disponibilité: _____	
Heures de disponibilité: _____	
Expérience: (employeurs, pendant combien de temps, responsabilités)	
1. _____	
2. _____	
3. _____	

Skills: Listening/Speaking/Reading/Writing

Syllabi: **Communication-Experience/Culture/Language/General Language Formation**

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

25**MODULE 5: CHEZ MOI****(10 marks)***Scénario A: Ma famille*

Listen to the recording entitled *Ma famille* on the pre-recorded tape. Use the information to construct a family tree in the space below.

Skills: **Listening/Speaking/Reading/Writing**

Syllabi: **Communication-Experience/Culture/Language/General Language Formation**

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

(15 marks)**Scénario B: En voiture**

Listen to the recording entitled *En voiture*. Listen for the names of parts of the car. When you hear them, write them beside their English equivalents. Note that most of the English terms will **not** have a matching French term, because the tape hasn't mentioned them.

brake _____

lock _____

bumper _____

outside mirror _____

clock _____

parking brake _____

console _____

radio _____

door _____

rearview mirror _____

fender _____

seats _____

gas pedal _____

shift lever _____

gauges _____

signal _____

glove compartment _____

steering wheel _____

grill _____

sun visor _____

headlights _____

tail lights _____

heater _____

tires _____

hood _____

trunk _____

horn _____

windshield _____

hubcaps _____

wipers _____

key _____

Skills: Listening/Speaking/Reading/Writing**Syllabi: Communication-Experience/Culture/Language/General Language Formation**

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

30

MODULE 6: AMUSONS-NOUS

(10 marks)

Scénario A: Au magasin

You are shopping for a new sweater. Describe the sweater you are looking for. For example, you might describe size, colour, material, style, season, gender, brand, other clothing it should match, and so on.)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Skills: Listening/Speaking/Reading/Writing

Syllabi: Communication-Experience/Culture/**Language**/General Language Formation

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

(20 marks)

Scénario B: Activités préférées

Tell about some of your favourite activities and those of your friends. You can use the verb *aimer* (or *préférer* or *adorer*). Marks will be given for variety as well as sentence structure.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Skills: Listening/Speaking/Reading/Writing

Syllabi: Communication-Experience/Culture/**Language**/General Language Formation

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

30

MODULE 7: BON VOYAGE!**(20 marks)***Scénario A: Réservations d'hôtel*

Your family is going to Quebec for two weeks. You will be making hotel reservations by telephone. In preparation for your telephone call to the Hôtel Roussillon, you are writing down the questions you need to ask.

Skills: Listening/Speaking/Reading/Writing

Syllabi: **Communication-Experience/Culture/Language**/General Language Formation**(10 marks)***Scénario B: Ah, la publicité!*

Create an advertisement inviting tourists to visit your town or locality. This can be either a simple poster or a script for a radio "spot." Don't do both.

Radio script:

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

Poster:

Skills: Listening/Speaking/Reading/**Writing**

Syllabi: **Communication-Experience**/Culture/Language/General Language Formation

This is the end of the test.

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

TEACHER QUESTIONNAIRE FOR FRENCH 10

This is a course designed in a new distance-learning format, so we are interested in your responses. Your constructive comments will be greatly appreciated so that a future revision may incorporate any necessary improvements.

Teacher's Name _____ Area of Expertise _____

School Name _____ Date _____

Design

1. The modules follow a definite systematic design. Did you find it easy to follow?

☐ Yes ☐ No If no, explain.

2. Did your observations reveal that the students found the design easy to follow?

☐ Yes ☐ No If no, explain.

3. Did you find the Learning Facilitator's Manual helpful?

☐ Yes ☐ No If no, explain.

4. Part of the design involves stating the objectives in student terms. Do you feel this helped the students understand what they were going to learn?

☐ Yes ☐ No If no, explain.

5. The Learning Facilitator's Manual contains Assignment answers and a sample test. Did you find these helpful?

☐ Yes ☐ No If no, explain.

6. Suggestions for computer and video activities are included in the course. Were your students able to use these activities?

☐ Yes ☐ No Comment on the lines below.

7. Were the assignments appropriate?

☐ Yes ☐ No If no, give details.

8. Did you fax assignments? ☐ Yes ☐ No

9. If you did fax, did you get satisfactory results from using this procedure?

☐ Yes ☐ No If no, give details.

Instruction

1. Did you find the instruction clear?

☐ Yes ☐ No If no, give details.

2. Did your observations reveal that the students found the instruction interesting?

☐ Yes ☐ No If no, give details.

3. Did you find the instruction adequate?

☐ Yes ☐ No If no, give details.

4. Were the reading and listening levels appropriate?

☐ Yes ☐ No If no, give details.

5. Was the work load adequate?

☐ Yes ☐ No If no, give details.

6. Was the content accurate and current?

☐ Yes ☐ No If no, give details.

7. Did the content flow consistently and logically?

☐ Yes ☐ No If no, give details.

8. Was the transition between booklets smooth?

☐ Yes ☐ No If no, give details.

9. Was the transition between print and media smooth?

☐ Yes ☐ No If no, give details.

Additional Comments

Thanks for taking the time to complete this survey. Your feedback is important to us.

Fax Number: 674-6686

Instructional Design and Development Unit
Alberta Distance Learning Centre
Box 4000
Barrhead, Alberta
T7N 1P4

Note: Please ensure that each of your students has completed and forwarded a copy of the Course Survey.

